Literacy, Language and Learning Initiative

FY16 Q2 Quarterly Report

(January-March 2016)

L3 Overview

The Literacy, Language and Learning (L3) Initiative's strategic objective is to strengthen teaching and learning so that children graduate from primary school with solid literacy and numeracy skills. L3 programming targets the improvement of reading, math, and English-language proficiencies in grades one to four students. The L3 project is a partnership between Rwanda's Ministry of Education (MINEDUC), USAID and technical partners. The L3 project capacitates pre-service and in-service facilitators in proven reading and mathematics teaching strategies, and with community volunteers to support learning. The L3 project resources project beneficiaries with innovative reading and math instructional materials as well as through interactive audio instructional programs. The L3 project has five intermediate results (listed immediately below) that support its strategic objective. The L3 project envisions that its programming will impact 100 million children by 2015.

The intermediate results of the L3 Project and their associated key activities[1] include:

IR 1: Improved Quality of Teaching

- Activity 1: Development of a shared vision of effective literacy/numeracy instruction and tools to measure progress with respect to that
- Activity 2: Implementation of a School-based Mentoring Program to support enhanced literacy, numeracy and ESL instruction
- Activity 3: Support to TTCs to become Centers of Excellence for Literacy and Numeracy Instruction
- Activity 4: Pilot initiatives to improve teachers' motivation and working conditions

IR 2: Improved Availability of Teaching and Learning Materials

- Activity 1: Develop a complete package of instructional materials to support early grade reading
- Activity 2: Hold Math Camps for teachers and story writing competitions and Writer's Workshops to produce locally-developed reading materials
- Activity 3: Distribute over one million supplementary books
- Activity 4: Introduce "traveling libraries" in low income, rural communities
- Activity 5: Distribute sustainable technologies (5,400 solar powered MP3 players/radios, 1,057 video projector systems) to support enhanced literacy/numeracy instructional program
- Activity 6: Hold local campaigns and activities to promote a culture of reading

IR 3: Support for English

- Activity 1: Develop interactive audio programs for ESL, P1 to P4
- Activity 2: Develop an instrument to evaluate teachers' English language proficiency
- Activity 3: Revise existing English as a Second Language (ESL) curriculum

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[1] These activities are based on the program description approved in April 2013 and listed in the FY2014 workplan. The activities in the workplan for FY2016 will follow the revised program description approved in August 2015.

IR 4: Strengthened Ministry Capacity

- Activity 1: Embed L3 literacy/numeracy specialists in the central MINEDUC and the 13 TTCs to provide day-to-day support in literacy/numeracy and teacher training reforms
- Activity 2: Develop a criteria-based classroom observation form to monitor changes in teachers' literacy/numeracy instructional practices over time
- Activity 3: Provide short-term technical support to the Examinations division to strengthen student literacy/numeracy assessment programs

IR 5: Improved Equity in Education

- Activity 1: Include new instructional materials with positive images of girls and other marginalized groups
- Activity 2: Provide additional supports and inputs to students in low-income and rural areas
- Activity 3: Provide grants to district committees to implement activities to address disparities
- Activity 4: Develop alliance with UNICEF to ensure that cluster and school-level support to literacy aligns with its Child-Friendly Schools activity

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ACRONYMS

ADEPR	Association des Eglises Pantecotistes au Rwanda (Pentecostal church in Rwanda)
BCC	Behavior Change Communication
CHABHA	Children Affected by HIV/AIDS
CLNVP	Community Literacy and Numeracy Volunteer Program
CML Initiative	Community Mobile Library Initiative
Concern	Concern Worldwide
COP/DCOP	Chief of Party/Deputy Chief of Party
CPD	Continuous Professional Development
CPMD	Curricular and Pedagogical Materials Development
DG	Director General
DDG	Deputy Director General
DEO	District Education Officers
EAR	Anglican Church of Rwanda (French acronym)
EQS	Education Quality and Standards
EDC	Education Development Center, Inc.
EMLR	Eglise Methodiste Libre au Rwanda (Methodist church)
FARS	Fluency Assessment in Rwandan Schools
ICT	Information and Communication Technology
JADF	Joint Action Development Forum
L3	Literacy, Language, and Learning Initiative
LARS	Learning Achievement in Rwanda Schools
LNA	Literacy and Numeracy Advisor (from VSO)
MCOP	Mentorship Community of Practice
MINEDUC	Ministry of Education

M&E	Monitoring and Evaluation
MRA	Methodology and Resource Advisor (from VSO)
NCPD	National Council for People with Disabilities
NGO	Non Governmental Organization
P1-6	Primary One to Six
PTC	Parent Teacher Committee
Q1/Q2	Quarter 1, Quarter 2, etc.
REB	Rwanda Education Board
RENCP	Rwanda Education NGO Coordinating Platform
REPS	Rwandan English Proficiency Standards for teachers
RLS	Rwanda Library Services
RNUD	Rwanda National Union for the Deaf
SBM	School-based Mentor
SBMP	School-based Mentoring Program
SEN	Special Education Needs
SEO	Sector Education Officers
SMLU	School Management and Leadership Unit
TAC	Textbook Approval Committee
TDM	Teacher Development and Management
TRC	Teaching Resource Center
TTC	Teacher Training Colleges
UEBR	Union des Eglises Batistes au Rwanda (Baptist churches in Rwanda)
UR-CE	University of Rwanda College of Education
USAID	United States Agency for International Development
VSO	Voluntary Services Overseas

1.0 EXECUTIVE SUMMARY

In Quarter 2, L3 continued to work closely with Rwanda Education Board (REB)in all our activities.

In Quarter 1, L3 worked closely with REB Teacher Development and Management (TDM) department, University of Rwanda College of Education (URCE) and Teacher Training Colleges (TTCs) to organize a two-day face-to face training on the use of L3 English and Mathematics materials and the competence-based curriculum. A training for School-based mentors for English and Upper Primary School Subject Leaders (SSLs) for Mathematics was conducted. SBMs and SSLs were provided with training manuals which, among things, they are to use in their charge to cascade this training to their colleagues who have not had direct participation in the initial training. At the beginning of Quarter 2, 2, 436 school-based mentors, 2, 447 School Subject Leaders and 7 other teachers standing in for SBMs were trained. In Quarter 2, L3 distributed P4 English and Mathematics instructional materials to all 2478 public and government aided primary schools in Rwanda.

In Quarter 2, L3 Provincial coordinators conducted site visits to monitor training provided by SBMs and orientation on the use of L3 P4 materials to teachers by School Subject Leaders. Prior to the monitoring, L3 and CPMD developed an inspection checklist and a selection of schools was sampled from 30 districts.

L3 continued to roll out Community Mobile Libraries (CMLs). L3 visited 27 libraries for monitoring purposes. Lessons learned from the monitoring visits are informing the development of a CML sustainability strategy. L3 also distributed 3 additional CMLs to the following communities and their respective districts: Musaza in Kirehe, Uwinkingi in Nyamagabe and Mpanda in Nyaruguru. Additionally, L3 relocated four community libraries.

Concern Worldwide conducted introductory meetings in Kayonza and Bugesera districts. The purpose of these meetings was to share the objectives of the L3 project as well as discuss the importance of teacher motivation, the role of SGACs, targets and the proposed implementation plan.

In Quarter 2, VSO and the L3 Programme Implementation and Monitoring and Evaluation teams have been visiting TTCs as part of the project's routine monitoring and evaluation work. Literacy and Numeracy Advisors have started training on the use of L3's Primary 4 materials. These trainings targeted TTC tutors (with a focus on language and mathematics tutors) and Year 1 and Year 2 student-teachers. Year 3 student teachers complete internship in Term 1 and were not available. A 2016 action plan for each Literacy and Numeracy Advisor (LNA) and subsequently for each TTC was developed and the implementation of the action plan is progressing well at the end of Term 1. The design of this action plan involves the volunteer, language and math tutors, the TRC Manager and the Dean of studies.

During this reporting period, L3 finalized the data analysis and the writing of the report for the midline fluency and mathematic assessments held in October 2015. The preliminary learning outcomes, lessons and good practices of the L3 Initiative found in the midline assessment were shared with education partners in a Results Sharing Forum held on 4th February 2016 at Lemigo Hotel in Kigali. The forum was organized in collaboration with the Rwanda Education Board.

In the Quarter under review, L3 continued using Data Winners SMS reporting systems in the collection of school information on P4 teachers who were trained on the use of L3 materials. The SMS reporting system was also used to collect data on teaching progress using L3 materials.

2.0 PROGRESS TOWARD RESULTS

INTERMEDIATE RESULT 1: Improved Quality of Teaching

1. A Develop a shared vision of effective literacy/numeracy instruction and tools to measure progress with respect to that vision

Progress in Q2

Specific support to REB on implementing the Competence-Based Curriculum agreed on

In February 2016, the Rwanda Education Board began implementing the competence-based curriculum in Primary 1, Primary 4, Senior 1 and Senior 4 grades. In FY2015, L3, in collaboration with REB CPMD and support from USAID, developed P4 English and Mathematics instructional materials using the new curriculum. The P1 and P2 English, Kinyarwanda and mathematics instructional materials were revised in order to align them with the new curriculum. This updating of materials so as to reflect the changes in the curriculum meets the L3 objective of improving the quality of literacy teaching as well as the availability and use of instructional materials. The updating also serves as a way for L3 to support the REB in their implementing of the competency-based curriculum.

In Quarter 1, L3 worked closely with the REB TDM department, URCE and TTCs to organize a two-day face-to face training on the use of L3's P4 English and Math materials as well as the competence-based curriculum. Training was provided to School-based mentors for English and to Upper Primary School Subject Leaders (SSLs) for Mathematics. SBMs and SSLs were provided with a training manual to support them cascade the training to other teachers in their schools. At the beginning of Quarter 2, 2, 436 school-based mentors, 2, 447 School Subject Leaders and 7 other teachers standing in for SBMs were trained. In Quarter 2, L3 distributed P4 English and Mathematics instructional materials to all 2478 public and government aided primary schools in Rwanda.

L3 recognises the importance of school-community ownership and accountability in improving teaching and learning and building a culture of reading. Ministry of local government officials and head teachers need to be aware of the changes in the new curriculum and the new instructional materials being provided to schools. From February 10th to 18th, L3 organized implementation meetings with district education stakeholders in all 30 districts. District Education Officers (DEOs), Sector Education Officers (SEOS) and Head teachers were invited to attend the one-day meeting. The objectives of the meetings were to: introduce the new Primary 4 English and Mathematics materials and explain how L3 materials support the implementation of the competence-based curriculum; review the importance of key foundational skills in literacy and numeracy; explain initial outcomes as a result of using L3 materials; explain L3 implementation activities in 2016 and beyond; develop a sector action plans to support the implementation of L3 competence-based instructional materials in 2016 and beyond and redistribute of SD cards and distribute additional SD cards, phones and speakers to schools.

During these meetings, head teachers worked closely with Sector Education Officers to develop sector action plans for teacher training on L3 materials and the competence-based curriculum. SEOs worked closely with head teachers to agree to dates for the training of teachers on the use of L3 instructional materials. Each sector developed a unique plan based on its needs. It was noted that some sectors chose to organize training at the sector level, while others chose to conduct training at school levels. All sector action plans were shared with L3 Provincial Coordinators so that they could monitor and support those trainings in term 1 of the school year. An example of the sector action (that of Nyabihu district) is attached in annex 9.

The past two quarterly consultations with USAID alerted L3 to the need to capture a wider audience of education sector stakeholders, especially those in the area of literacy and numeracy. EDC's home office felt it was an important issue and thereupon has offered to sponsor a conference from 4-5 May, 2016 so that a wider circle of stakeholders can deliberate on the importance of literacy, learn lessons from preceding years, and identify ways to promote the policy status of literacy and numeracy such that the vision of Rwanda for Literacy for all can be realized. The conference will be reported on in the next Quarterly report.

> **Activities planned for 1.A**
> - Specific support to REB on implementing Competence Based Curriculum

1. B Develop an instructional package keyed to the new standards and instructional models

Progress in Q2

In Quarter 1, L3, in collaboration with REB CPM, began revising the Primary 2 and 3 English and Kinyarwanda materials. The Primary 2 materials were submitted to REB's Textbook Approval Committee (TAC) in December 2015. The TAC committee sat on 24th December and 30th December. At the beginning of Quarter 2, TAC provided an official report in response to this materials submission. The feedback this report provided informed the English and Kinyarwanda materials and the books were approved for mass printing on the 18th January 2016. During Quarter 2, the L3 team continued to review and revise the Primary 3 materials. Upon completion of the revisions, the materials will be presented to REB CPMD.

> **Activities planned for 1.B**
> Finalize revised P3 English and Kinyarwanda materials and submit electronic content to REB

1.C Complete School-Based Mentoring Program (SBMP) framework and train mentors

Progress in Q2

Conduct visits to the school-based mentors, School Subject Leaders CPD training sessions on best literacy and numeracy practices
As mentioned previously, L3 in collaboration with REB TDM, the University of Rwanda's College of Education (URCE) and TTCs organized the Training of TTC Tutors and the training of School Based Mentors

for Primary (SBMs) and School Subject Leaders for Mathematics (SSLs) from 2,478 schools. In Quarter 2, L3 Provincial Coordinators conducted monitoring visits to SBMs and School Subject Leaders training sessions. These visits are designed to monitor the training of teachers on the use of L3 P4 materials :"CPD training sessions on best literacy and numeracy practices" at the sector or school level.

Work with REB to follow up the cascade training of teachers on the use of P4 materials by SBMs and School Subject Leaders

From 7th to the 11th of March, Rwanda Education Board completed an inspection of the distribution of L3 P4 materials. Prior to the inspection, L3 and CPMD developed a checklist and settled on a selection of schools to be sampled from 30 districts. REB Staff conducted the inspection in 18 districts: Nyanza, Huye, Rubavu, Nyabihu, Rusizi, Nyamasheke, Musanze, Burera, Nyamagabe, Nyaruguru, Nyagatare, Gatsibo, Rutsiro, Ngororero, Bugesera, Rwamagana, Ruhango and Kamonyi while L3 staff administered the checklist in the remaining 12 districts.

Results from the inspection showed that, 63% of the schools confirmed that they received P4 L3 materials in proportion with the number of students and teachers; 78% agreed P4 teachers have received the training on the use of P4 materials in implementing the new curriculum; 90. 6 % agreed that L3 materials support the implementation of the competence based curriculum while 84 % agreed that teachers and students regularly use the L3 materials during the lesson.

A detailed report of the monitoring is attached in Annex 13: Report on Monitoring of L3 Materials Distribution and Use in Schools.

Activities planned for 1.C
- Conduct visits to the school-based mentors, School Subject Leaders CPD training sessions on best literacy and numeracy practices
- *Work with REB to follow up the cascade training of teachers on the use of P4 materials by SBMs and School Subject Leaders*

1.D Roll out the SBMP

Progress in Q2

Activities planned for 1.D

Activities in line with 1. C above.

1.E Incorporate the Rwanda L3 literacy/numeracy models in Teacher Training Colleges (TTCs)

Progress in Q2

Train / support TTC Tutors on new L3-P4 materials

During Quarter 2, Literacy and Numeracy Advisors started training TTC tutors on the use of L3 P4 materials. The training targeted language and mathematics tutors as well Year 1 and Year 2 student teachers. Year 3 student teachers were on internship in Term 1 and were not available.

Train TTC tutors, student teacher and primary school teachers on effective instruction of literacy and numeracy (Including how to use support materials)

During the reporting period, training on effective instruction of literacy and numeracy continued. For example, in February, the LNA in TTC Kirambo observed Year 2 Language Options English classes (one session per week) and provided constructive feedback to tutors and students. This activity involved the English tutor as observer and 40 Year 2 students (19 Males and 21 female) as the observed.

Similarly, in TTC Bicumbi, the LNA supported English classes for Year 1 students (all options) and Math classes for Year 1 TSM students. The objective was to identify where student teachers' English needed support and improvement and to provide support and feedback on teaching strategies to tutors. This occurred twice a week for ten weeks and involved 5 TTC tutors (M) and Year 1 students (128F, 110 M.)

Develop and implement Action plans for literacy and numeracy activities for the 2016 school year in TTCs.

A 2016 action plan for each Literacy and Numeracy Advisor (LNA) and subsequently for each TTC was developed and the implementation of the action plans s progressing well at the end of term 1. The design of this action plan involves the participation of volunteer, language and mathematics tutors, the TRC Manager and the Dean of studies. An example of an action plan is attached as Annex 10

Conduct regular visits to the TTCs to follow up on the training of TTC tutors, student teachers and the use of L3 materials in the TTCs and the work of VSO volunteers in the TTCs

During the reporting period, VSO and L3 Programme Implementation and Monitoring and Evaluation teams visited TTCs as part of the routine monitoring and evaluation work. The latest visits were in TTC Kirambo and TTC Cyahinda by the VSO Monitoring and Evaluation team. Reports from the visits indicate that TTCs students displayed an advanced "level of understanding of L3 materials and methodologies".

The objectives of the M&E field visit were:
- Gather information on what beneficiaries and primary actors know about L3 (Accountability) and how they would like to share feedback and complaints about the project
- Assess perceptions and attitudes on the quality of our work and how to improve
- Document success stories (according to the L3 projects' results)
- Develop an action plan according to recommendations so that within the remaining period of implementation corrective measures may be applied

In total, 4 focus group discussions (2 with tutors and 2 with student teachers) and 5 interviews (2 Principals, 2 SEOs and 1 DEO) were conducted.

Feedback from tutors and student teachers:
- The Principals, SEOs, DEO, tutors and student teachers appreciate the work being done by literacy and numeracy advisors in terms of teaching materials and methodology.
- The student teachers are now able to prepare their own materials (wit locally-procured, low cost materials); and they know how to use them in teaching practice.
- The student teachers are now mastering the teaching of the English language because of literacy and numeracy advisors in their colleges.
- There are print rich materials in the classrooms on the wall to help the learners to remember and to revise in the absence of the teacher.

Suggestions:

The Principals and tutors suggested that they need learning visits to other schools in order to get experience from different schools. They also suggested that the contract of LNA should be extended.

Conduct resource making sessions in the TRC for student teachers and tutors

Resource making sessions for teachers or for schools in the vicinity of the TTC, TTC tutors and TTC students continued to be organized during the reporting period. In TTC Kirambo, sessions were organized between 15th January and 15th February 2016. This particular activity consisted of organizing the TRC to make it a workable and useable space and making new resources. The LNA worked with another VSO volunteer and one TRC assistant (1M).

Furthermore, additional resource making sessions were organized on 29th February and 14th March 2016 in the same TTC. The sessions aimed to train local primary teachers on how to make teaching aids/resources using locally available resources. It was noted that teachers were enthusiastic about making resources and knew some of the benefits, but they felt that the lack of time is a barrier. 16 teachers (comprising 8 male and 8 female) from the four teaching practice schools and 10 Year 2 students attended the workshop.

Support and give feedback to student teachers in teaching practice schools

LNAs continued to support and give feedback to student teachers in teaching practice schools.; including observing teaching practices, especially year 3 classes. (TTC Byumba, TTC Zaza). LNAs also conducted observations to assess how Language tutors taught and incorporated lessons learned from the LNA trainings. LNAs also provided ongoing support to student teachers in the planning and preparation of lessons. In most cases, student teachers visited the volunteer's working space, to ask questions based on their lesson objectives. These one-to-one sessions also helped LNAs to assess the needs of TTC tutors and students. As mentioned earlier, 16 teachers from 4 teaching practice schools and Ten second year students attended the workshop on the material making and usage in TTC Kirambo. This was in the spirit of addressing the shortcomings observed during the observation of teaching practice.

Train TTCs on the resource pack for the Teaching Methods and Practices Course

During the reporting period, the volunteers based in TTC Kirambo observed and helped to deliver teaching methodology classes for 3 Foundations of Education (FOE) tutors in the TRC. These classes occurred from 2nd to 15th February 2016 and consisted of observing FOE tutors delivering teaching methodology classes and co-teaching alongside the FOE tutors.

Activities planned for 1.E

- *Train / support TTC Tutors on new L3-P4 materials*
- *Train TTC tutors, student teacher and primary school teachers on effective instruction of literacy and numeracy (Including how to use support materials)*
- *Conduct regular visits to the TTCs to follow up on the training of TTC tutors, student teachers and the use of L3 materials in the TTCs and the work of VSO volunteers in the TTCs*
- *Conduct resource making sessions in the TRC for student teachers and tutors*
- *Support and give feedback to student teachers in teaching practice schools*

1.F Pilot Initiatives to improve teachers' motivation and working conditions

Progress in Q2

Roll out module and training on teacher motivation to SGACs in schools in the Eastern Province/ Bugesera

In Quarter 2, Concern Worldwide conducted introductory meetings about L3 project in Kayonza and Bugesera districts. The meetings were organized with the following Districts' officials: Sector Education Officers, District Education Officers, District Immigration Officer, Joint Action District Forum Officer, and Directors of Social Affairs. The purpose of meetings was to share L3's objectives, discuss the importance of teacher motivation as well as the role of SGACs, targets and tackle the proposed project implementation plan. During these meetings, district authorities' roles and responsibilities in project implementation were also discussed. 16 participants attended the meeting in Kayonza and 18 in Bugesera district. The meeting was planned in January but this was done on 25th February due to the delay in getting the approval for launching the project's introduction to district officials. This delay also affected the plan for training SGACs in February. This meeting yielded district officials' support for the implementation of the L3 Project, e.g. their committed involvement in the preparation of trainings for SGACs. It was agreed that these trainings should be conducted in 2 phases for each district:
- Kayonza, 08th to 11th March and 15th to 18th March, 2016.
- Bugesera, 22nd to 25th March and 29th March to 1st April 2016.

Roll out module and training on teacher motivation to SGACs in schools in the Eastern Province/ Kayonza

312 SGAC/PTC members from 72 SGACS from Kayonza district and 351 members from 80 SGACs/PTCs in Bugesera district were trained on their roles and responsibilities on teacher motivation. The content of the training focused on teacher motivation concepts, literacy issues and equity in education. After the training, SGACs/PTCs, developed action plans, which will help them fulfill their responsibilities and support community involvement in Education. Additionally, SGACs committed to putting in place the audit committees, as per the School Governance Law of 2012.

In preparation for the SGACs/PTCs training, Concern organized a refresher training for 16 Community-based Facilitators with the purpose of:

- Sharing experiences on the previous trainings and lessons learnt;
- Revising facilitation skills, methodologies and the content of the modules;
- Discussing CBFs' support during the following field visits and the M&E tool to be used.

Table 1 PTC members trained

DISTRICT	Number and Category of Participants who attended								
	SGACs/ PTCs	H Teachers	Teachers	Parents (PTC/SGAC President and Vice President)	SEOs + DEO	School owners	Total	F	M
Kayonza	73	72	72	144	12	12	312	66	246
Bugesera Phase1	80	77	80	156	14	24	351	94	257
TOTAL	153	149	152	300	26	36	663	160	503

*Note: SEOs were also trained, although they are not SGAC members.

• *Award the two best initiatives in Teacher Motivation per district (Rulindo, Burera, Karongi, Kayonza*

During the reporting period, we focused on the trainings of Kayonza and Bugesera Districts SGACs to allow them time for implementing their plans before the end of the project. Consequently, we could not find enough time to assess the good initiatives for awards. This activity will be done in the next quarter.

Train SEOs to implement the L3 program and to support M&E of SGACs and hold experience sharing meetings

14 Sector Education Officers and the District Education Officer from Karongi District received trainings in monitoring and evaluation of SGAC/PTC action plans developed to implement the L3 Program. During the same training, participants were taken through the tools to be used during field visits and the reporting time frame.

At the end of the meeting participants were committed the following:
- Follow up on SGAC/PTC activities and report on the quarterly progress of SGACs/PTCs plans. These plans will support teacher motivation, literacy and equity in education. Participants also committed to support SGACs/PTCs so that they may overcome the challenges they face when implementing their plans
- Assess best initiatives undertaken by SGACs/PTCs and report them to Concern for the financial reward .

It was planned that Bugesera SEOs will be trained on Monitoring and Evaluation during this quarter of SGAC/PTC activities, but due to delay in getting authorization for introducing the Program/Concern in the district this activity was moved to the next quarter.

Monitor SGAC action plans together with SEOs in the districts trained

Preparation of the learning paper meeting

During the reporting period, Concern embarked on a study of the previous four years of implementation of school-community partnership activities within the L3 consortium. The purpose of that study was to assess the impact of Concern's support to school-community partnerships in improving early grade literacy and enhancing the culture of reading in Rwanda. The study highlights key achievements and opportunities, proposes solutions for addressing barriers and challenges to improving literacy in education, and presents a way forward for future programming. As part of the study, consultative meetings with different stakeholders that included SGACs/PTCs, DEOs, SEOs, REB as well as field surveys with parents, children and teachers were organized. The information and findings are being analyzed and the final report will be shared in the next quarter.

Activities planned for 1.F

- Train SEOs to implement the L3 program and to support M&E of SGACs and hold experience sharing meetings
- Monitor SGAC action plans together with SEOs in the districts trained

INTERMEDIATE RESULT 2: Improved Availability and Use of Teaching and Learning Materials

2.A Provide all teachers and students with a comprehensive package of materials

Progress in Q1

Work with DEOs, SEOs and SBMs to ensure that student's daily readers are returned to the schools at the end of each term / school year for distribution the next year

To reinforce the importance of school ownership of L3 materials, L3 provincial coordinators work with DEOs, SEOs, and head teachers to remind them that pupils' books should be returned to schools at the end of every term and stored in a safe place and redistributed to students at the beginning of Term. Towards the end of Term One, L3 provincial coordinators reminded school head teachers to collect daily readers and store them in a safe place. This information was communicated to all district education officers, sector education officers and head teachers during the orientation follow up meetings with local education stakeholders that took place from February 10 to February 18, 2016.

Redistribution of SD cards loaded with P1, P2, P3 & P4 content and conduct a follow up session with local education stakeholders (An orientation session with DEOs and SEOs)

As part of the implementation follow up meetings, SD cards loaded with the new P4 audio content and original P1 to P3 content were redistributed to schools. In addition, 1,818 new SD cards, cellphones and speakers were distributed. During these implementation follow up meetings, participants had an opportunity to review Rwanda Education Board Technology management guidelines for the benefit of local education stakeholders. These guidelines address the proper management of technologies distributed by REB L3 and how damaged or stolen ones can be replaced. REB Technology management guidelines were included in the participant manual that was distributed to each education stakeholder present for future reference.

Follow up and coordinate the distribution of P4 materials.

In this quarter, L3 distributed P4 English and Mathematics instructional materials to all 2,478 public and government-aided schools in the country. The L3 team worked closely with the distribution company to ensure that L3 materials are delivered directly to schools. This includes sharing contacts of District Education Stakeholders with the distribution company and providing them with other relevant school information that the distribution company might need for a successful distribution of the materials to schools; i.e. a list of schools in each district that details the following: a school's accessibility and its contact information details etc.

Enhance the collaboration / partnership with local education stakeholders by providing them with regular updates on the implementation of L3 activities in schools.

In Quarter 2, collaboration with local education stakeholders continued through the development of sector action plans for the implementation of L3 P4 materials. District Education Officers and Sectors Education Officers agreed to follow up and ensure that the action plans are implemented and also agreed to keep Provincial Coordinators informed on their progress. L3 provincial coordinators continued to share their monitoring observations with Sector Education officers and District Education Officers so that the action points taken from the observations can be shared with other schools in the sector/district. These updates to SEOs and DEOs were delivered at informal meetings following school monitoring visits or sent via written report. These updates to DEOS and SEOs were also shared with REB Regional Inspectors.

2.B Pilot additional innovative tools and materials in rural and low-income regions

Progress in Q2

Distribute books to an additional 8 CMLs

Figure 1: At Uwinkingi L3 resource Centre the team is receiving the CML package L3 distributed 3 additional CMLs to Musaza in Kirehe, Uwinkingi in Nyamagabe and Mpanda in Nyaruguru, communities and districts respectively. Two of the CMLs distributed are hosted in L3 Plus resource centres. In addition to the CML books, Musaza community received L3 printed materials (Kinyarwanda and English Pupil's books) and Andika Rwanda books (comprising a compilation of winning stories and poems from Andika Rwanda Competition, Edition 2014). The other communities received Andika Rwanda books in addition. The table below includes the location, sponsor and quantity of books distributed. The last CML will be delivered next quarter.

Table 2 CML books distributed

District	Sector	Cell	Village	Organization Responsible	Titles	
					Kinyarwanda	English
Kirehe	Musaza	Musaza	Musaza	Catholic Parish	221	918
Nyamagabe	Uwinkingi	Kibyagira	Sekera	L3 Resource Centre	150	1033
Nyaruguru	Kibeho	Mpanda	Munege	L3 Resource Centre	116	977
Grand Total				**3415**		

Figure 2: L3 Staff explaining the reading levels and the CML content

Collect and analyze data on implementation of mobile libraries

L3 continued to monitor the implementation of existing community mobile libraries. In this quarter, the L3 Equity and Parent Partnership Task leader in collaboration with the M&E team visited 27 community libraries. More information about their functionality is shared in the table below, the M&E section of the report and field reports are in the annexes.

Relocation of CML for which LAs failed to reactivate

This quarter, L3 continued its effort to reactivate CMLs identified as inactive during previous monitoring activities. The L3's Equity and Parent Partnership Task Leader has been able to relocate four community libraries to other communities and/or facilitate the implementation of structures better equipped to manage these inactive CMLs. UEBR ("Union des Eglises Baptist au Rwanda) took over the management of Jarama CML from Ihanika Cell's authorities; EEAR ("Eglise Evangelique des Amis au Rwanda") took over management of Juru CML from Juru Sector authorities; CHABHA (Children Affected By HIV Aids) took over management of Kacyiru CML form KWCB (Kigali Women Book Club) and ADEPR Kabeza took over Mamba CML from Mamba Sector authorities

Figure 3: ADEPR Kabeza receiving the CML package relocated from Mamba Sector office

Work with DEOs, SEOs and CSOs to relocate inactive libraries in other communities in the district that are ready to sponsor them.

Starting last year, L3 engaged in discussions with Local Authorities and Community Based Organizations to identify ways to reactivate community libraries. In Quarter 2, L3 continued to monitor the implementation of CMLs, and to identify successful and inactive libraries. L3 worked closely with local authorities -- updates on the status of CMLs were shared and discussions were held on inactive libraries. The discussions focused on CML reactivations and relocations as well as long-term sustainability plans to improve the culture of reading in communities – for example, as a result of discussions with the Executive

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Secretary and SEO of Ruramira Sector, officials have committed to take over management of the community mobile library with support from Intore Ku Rugerero (students who completed secondary level and are waiting for third level placement). Ruramira officials agreed to find a new location and set up a new management committee in the very near future.

Ensure that the community has matured to manage CMLs with or without the support of the CSOs

Each community library has a unique set of characteristics, depending on the location, context, community support and length of time the library has been functioning. In this quarter, the L3's Equity and Parent Partnership Task Leader continued to visit CMLs and identify those that are successfully implementing library activities in their communities and promoting a culture of reading. The task leader uses this information to advise other CMLS on successful strategies, which could support long-term sustainability of CMLs. The L3's Equity and Parent Partnership Task Leader and M&E team are planning to compile a detailed report on the successful implementation of CMLs in Quarter 3.

Table 3 CMLs visited

No	District	CML	Location	Sponsor	Status
1	Rwamagana	Ruhunda	GS Muhazi	GS Muhazi	Operational
2	Kayonza	Ruramira	GS Ruramira	Ruramira Sector	Reactivation process in going
3	Ngoma	Jarama	Ihanika	UEBR	Relocated from Ihanika Cell office
4	Bugesera	Juru	Katarama	EEAR	Relocated from Juru Cell office
5		Ruhuha	GS Ruhuha	Ruhuha Sector	Operational
6	Gisagara	Mamba	Kabeza	ADEPR	Relocated from Mamba Sector office
7		Gikonko	Gikonko	PCV and Gikonko Multimedia Centre	Operational
8	Huye	Isimbi	Isimbi	PTC /GS Isimbi	Inactive
9	Nyamashyeke	Kanjongo	Kanjongo Community Center	District	Operational
10	Rusizi	Gashonga	Mibirizi/GS Ste Marie Reine	GS and Mibi Catholic Parish	Operational
11		Kamembe	Karuganda	Petit Seminaire St Aloys	Operational
12	Kicukiro	Kanombe	Kabeza	SANGWA	Operational
13	Nyarugenge	Nyamirabo	Mumena	Club PESCT	Operational
14		Muhima	Kiyove Cell Office	SANGWA	Inactive
15	Gasabo	Kacyiru	Kacyiru	CHABAH	Relocated from KWCB
16	Rulindo	Bushoki	Gasiza	Catholic Parish	Operational
17		Bushoki	Nyirangarama	Health Centre	Operational
18		Base	Sector office	District	Inactive
19	Gakenke	Gakenke	EAR Gakenke	EAR/COMPASSION Project	Operational
20	Musanze	Rwaza	Rwaza	Catholic Parish	Operational

21	Nyabihu	Vunga	Vunga	EAR/COMPASSION Project	Operational
22	Nyagatare	Matimba	Matimba	Catholic Parish	Operational
23		Rurenge	Rurenge Cell office	PCV and GS Rurenge	Operational
24	Gatsibo	Kageyo	Busetsa	Catholic Parish	Operational
25		Gatsibo	Nyagahanga	Catholic Parish	Operational
26	Rutsiro	Kinunu	Kinunu	Catholic Parish	Need to be revamped
27	Ruhango	Byimana	Mpanda	Mpanda Cell Authorities	Operational

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Activities planned for 2.B
- Distribute books to additional CML
- Work with DEOs, SEOs and CSOs to relocate/revamp inactive/low performing community libraries in other communities in the district that are ready to sponsor them

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2.C Support student, teacher and community production of low-cost/no-cost materials

Progress in Q1

Organize Writer's Workshops in TTCs for student teachers, TTC tutors, and local teachers

During the reporting period, the Mbuga-based LNA involved TTC tutors and local primary school teachers in a 3 day English story writing course where they worked on creating stories suitable for children in a rural Rwandan context. 11 TTC tutors and 19 local primary school teachers participated in the training.

Likewise in TTC Muhanga, a Writer's Workshop was conducted for tutors and teachers. The content included training on how to plan, write and produce stories suitable for children and on how to use the stories in the classroom. The session attracted 30 Participants, comprising 18 females and 12 males.

The Writer's Workshop 2 was also conducted in TTC Matimba on the 25th and 26th of February. Participants that had attended Writer's Workshop 1 were called back to come and share how they had used the skills gained in the first training. They also gained skills on how to conduct story-telling lessons. Among the challenges is that some teachers who had attended the first workshop had already left their former schools so some new participants attended and therefore had to be given a summary of Writers workshop 1. Participants included student teachers (14Male, 9Female); Teachers: (11Male, 9Female) / Tutors (3Female), TRC (1 TRC Manager).

The general challenge is that some of the participants do not possess facile proficiency in English that may enable them to create children's stories. To address that, volunteers paired those with lesser proficiency in English with a partner that could translate between English and Kinyarwanda.

Support the editing of the best products from the different Writers' Workshops

Nothing to report during the reporting period

Organize rice sack book making & taking for Primary School Teachers

During the reporting period, a Writer's Workshop and rice sack story book resource making session were held from the 3rd to 5th February, 2016, in TTC Kirambo. The session involved TTC tutors, student teachers and local primary school teachers. As the participants are at varying levels of English, it was challenging for the facilitator, but she worked closely with the groups, encouraged them to speak English and used games and active methodology to help them integrate. 13 primary teachers, 4 TTC tutors, TRC assistant and 10 third-year TTC students took part in the workshop.

Facilitate Math camps in TTCs including TTC tutors, TTC students and primary school teachers from the schools in the vicinity of the TTC

During the reporting period, a math camp was held on the 24th to 25th February 2016 in TTC Muhanga. Participants were trained in the use of learner centered methods from the curriculum and generating math problems to be used in the primary schools and student teachers to use the new methods during their teaching practice and in the future as professionals. 40 participants attended: 10 student teachers (5 male and 5 female) 17 primary school teachers (13 female and 4 male) and 12 parents (6 male and 6 female) as well as 1 tutor.

Likewise, a math Camp was held on 17th & 18th February at TTC Mbuga to train participants on innovative ways of teaching math as aforementioned. To address the challenge related to language barrier, (as the volunteer does not speak Kinyarwanda), Maths tutors from TTC Mbuga co-facilitated the workshop and explained theory and discussion points in Kinyarwanda when needed. Participants included 5 TTC Maths Tutors / Interns, 1 TRC manager and 27 local primary school teachers from 9 schools across Tare, Uwinkingi and Kitabi sectors.

Train TTCs (tutors and student teachers) on how to make and use lo-cost/no cost instructional materials

See under 1.E

Organize instructional materials making sessions

See under 1.E

Conduct Writers Workshops

Table 4: Writers Workshop participants

TTC	Date	Number of tutors	Number of student teachers	Number of teachers	SBMs	SEOs	Total
TTC Muhanga	January 2016	2	13	15			30

TTC	Date	Number of tutors	Number of student teachers	Number of teachers	SBMs	SEOs	Total
TTC Matimba	25th and 26th of February	4	13	20			37

Table 5: Math Camp Participants

TTC	Date	Tutors	Student teachers	Teachers	SBMs	Parents	Total
TTC Muhanga	24th-25th February	1	10	17		12	40
TTC Mbuga	17th – 18th February	6		27			33

Activities planned for 2.C

- Organize Writer's Workshops in TTCs for student teachers, TTC tutors, and local teachers
- Facilitate Math camps in TTCs including TTC tutors, TTC students and primary school teachers from the schools in the vicinity of the TTC.
- Organize rice sack book making & taking for Primary School Teachers
- Facilitate Math camps in TTCs including TTC tutors, TTC students and primary school teachers from the schools in the vicinity of the TTC
- Train TTCs (tutors and student teachers) on how to make and use low-cost/no cost instructional materials
- Organize instructional materials making sessions

2.D Promote a culture of reading

Progress in Q2

Distribute and monitor the impact of BCC materials in schools

During the SGAC trainings in Kayonza District, 1,168 BCC posters with messages intended to change parent and community attitudes towards literacy, were distributed. 72 schools/ SGACs were trained in Kayonza

and 80 schools/ SGACs from Bugesera with the purpose of sensitizing the community to promote and support the culture of reading. The BCC posters are intended to raise parents' awareness on their roles to provide their children the time to read at home and to support them while reading.

During the reporting period a survey to assess the impact of BCC materials was conducted in 12 schools in 3 districts that received literacy posters and were provided with BCC materials to sensitize parental and community to support literacy in 2014. The detailed report of this assessment will be shared in the quarter 2.

Organize and facilitate Home Literacy & numeracy workshops to sensitize parents on their roles in supporting their children in literacy and numeracy

In the reporting period, training workshops with 73 SGACs from Kayonza District and 80 SGACs from Bugesera District were organized to raise their awareness on literacy and help them to develop action plans that to address challenges to literacy.

During this reporting period, SGACs trained from Burera and Rulindo were expected to organized school reading competitions and literacy events. However, the late start to school year, the implementation of the new curriculum and other school priorities relating to the 1st term / School calendar, meant that the literacy events for term 1 were moved to the next quarter.

One of the key components of VSO-L3 is to support the culture of reading. This progressed during the reporting period. Specifically, the LNA based in TTC Mbuga organized community library sessions at the local community. Children and adults were invited into the community hall to attend a mobile library session. As these sessions were taking place during school holidays, the sessions were informal. It is however planned that future sessions will be advertised at local events such as community meetings and places of worship in order to get as many people as possible to attend the library. 60 children and young people attended the sessions.

Likewise in TTC Bicumbi, informal community library sessions were organized to promote a culture of reading (reading for pleasure). There is, however, a challenge for not having a suitable space yet. For the time being, the library is being used. The volunteer is also trying to entice more children to join in. The volunteer reports to have had 12-15 primary children each session. Usually more boys (roughly 9 boys: 3 girls)

Produce materials (banners, brochures) to promote the culture of reading for the TTCs and the schools in the vicinity of the TTCs.

Nothing to report during the reporting period.

Activities planned for 2.D
- *Organize and implement reading sensitization activities*
- *Organize and facilitate Home Literacy & numeracy workshops to sensitize parents on their roles in supporting their children in literacy and numeracy*
- Distribute BCC materials in trained districts and in Bugesera
- Organize, facilitate and sensitize parents on their roles in supporting their children in literacy and numeracy through reading competition

INTERMEDIATE RESULT 3: Support for English

3.A Develop a program to transition teachers (and students) to English as a language of instruction

Progress in Q2

Support the development of English materials for the restructured SBM Programme

L3 has placed an English Language Advisor for the SBMP in TDM to support the restructured SBM Programme since February 2016. Among other duties, the English Language Advisor will develop English materials that will be used in the training of the restructured SBM Programme. In quarter 2, the L3 English Language Advisor, has developed draft schemes of work for Beginners and intermediate levels. These draft schemes of work have been submitted to REB TDM for review and comments. The L3 English Language Advisor has also produced recommendations for materials to be used developing English language for teachers including the list of the first 1000 English words. Other activities completed by the L3 English Language Advisor include:

- Sorting the primary curriculum into loose topics and mapping the progression of different language structures.
- Looking at how the Primary English curriculum fits with the REPS scales (since the L3 materials are linked to the curriculum, it is helpful to see where there is useful content in the curriculum and in L3 materials)
- Looking at which stories/reading material from P3 L3 materials could be used to support the REPS scales
- Documenting games, songs and role-plays in the L3 Audio materials to see if they can be used for English materials
- Researching which grammar and vocab appears at the CEFR A1 and A2 levels: An investigation on the use of different verbs (language structures) at A1 and A2 levels was done

With regards to the SBM Programme, the L3 English Language Advisor for the SBM Programme has helped in the organization and coordination of the SBMP retreat to discuss the restructuring of the programme and develop a new strategic plan. The SBM retreat was held in Muhanga on March 16 to March 18, 2016. The L3 English Language Advisor has also contributed into the review of Terms Of References for the SBM taskforce, and participated in the SBM taskforce that took place on April 06, 2016 in TDM Boardroom.

Regarding the work with Education stakeholders engaged in English language, the L3 English Language Advisor has interviewed teachers in Gicumbi, Ngoma and Nyagatare districts about their experience of English and their recommendations for English materials. She has also interviewed former mentors asking them about their English use in schools and their recommendations and comments on the draft scheme of work for beginners. She has also met with development partners engaged in the SBM Program, i.e; British Council, FHI 360 to discuss how English resources can be shared and avoid overlap in developing English resources for teachers.

Activities planned for 3.A
- See activities for 1.B above

3.B Use IAI to reinforce and extend face-to-face ESL training program

Progress in Q2

(See activities in 1.B above)

3.C Use the SBMP and VSO volunteers to reinforce teachers' English

Progress in Q2

Support extracurricular activities in support of English proficiency for student teachers at TTCs

During the reporting period, extra curricula activities progressed in all supported TTC. An emphasis was placed on debating and public speaking skills to strengthen debating capacity of student teachers ahead of the inter-TTC debate competition that will be organized in May 2016.

> **Activities planned for 3.C**
> *Support extracurricular activities in support of English proficiency for student teachers at TTCs*

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3.D Revise the existing English curriculum (activities carried out concurrently with 1.A)

Progress in Q2

> **Activities planned for 3.D**
> - No activities planned

INTERMEDIATE RESULT 4: Strengthen Ministry Capacity

4. A Strengthen REB central capacity

Progress in Q2

Implement technical projects to strengthen MINEDUC capacity

L3 senior management continues to engage with the MINEDUC and REB and contribute to ongoing discussions around education reform. The COP held several meetings with REB senior management to discuss ongoing project activities.

Advise on policies in support of L3 Initiative objectives

During the quarter L3 held meetings with the REB senior management. The meetings focused on the upcoming Rwanda Early Grade Literacy Conference and the distribution of P4 instructional materials to schools.

Distribute quarterly and annual reports to REB

The last quarterly report was distributed to the REB senior management and L3 steering committee members.

Hold quarterly Steering Committee meetings

The L3 Steering Committee is scheduled for April 5th, 2016.

Collaborate with other development partners in the restructured SBMP Taskforce

This task force was originally tasked to support the launch and development of the original SBMP in 2012. With the restructuring of the SBM programme in 2015, there remains need to support its effective implementation, improve coordination of initiatives by REB and DPs in relation to the SBMP, clarify the long-term vision for/role of the SBMP and its relation to other initiatives for continuous professional development of teachers. The overall objective of the task force is to provide specific technical advice to REB Management (through the TPD TWG) regarding the strategy of the SBMP and its effective implementation. The SBMP taskforce met in January 2016 and received updates from REB / TDM on the restructured program. At the meeting, a number of key points were raised: Creating a comprehensive job description that identified the duties of mentors can be beneficial to all involved; it helps administrators understand the role of the mentor. It can be used to measure mentors results, and evaluate their work. Effective mentoring requires a context in which head teachers and educational leaders support and understand how mentoring can be effective at school level. This requires developing **schedules** that provide time for mentoring and **encouraging teachers** to work with mentors.

An effective and innovative mentoring program requires **collaboration** and **cooperation** among many different agencies: Ministry of Education, Ministry of Local Government, donors, education development partners, Teacher Training Colleges and Universities. Decisions about the roles and responsibilities of mentors must be agreed on, understood and consistent across all entities. It is against this background that REB in close collaboration with EDPs decided to hold a retreat to streamline the program. The L3 team worked closely with TDM to plan and organize the retreat, which was held on the 16th to the 19th of March. The L3 Program Implementation Coordinator, English Language Advisor and Technical Director continue to work closely with TDM. The next meeting for the SBMP Taskforce is scheduled for the 6th April. The objective of the next meeting is to review and revise the Taskforce Terms of Reference.

Collaborate with other development partners in the TPD Working Group

The TPD Working group met several times this quarter. The L3 Technical Director and Chief of Party continued to attend the meetings. In addition to these meetings, the Technical Director inputted into the TPD Policy and attended meetings to discuss same.

Collaborate with other development partners in the Pre-Service Taskforce

The L3 Program Implementation Coordinator and Technical Director attended the Pre-service Taskforce meetings this quarter. In addition to the meetings, L3 at the request of VVOB and URCE inputted into pre-service competence framework, concerning language, language learning and literacy.

Collaborate with other development partners in Teacher Development and Education Leadership

The COP participated in he Teacher Development and Management technical working group meetings. The main agenda for the quarter was the restructured School Based mentor Programme. L3 supported TDM to conduct a retreat to develop a strategic plan for the new SBMP.

Participate in the School Leadership and Management Task Force

No meeting in the quarter

Participate in Rwanda Reads Steering Committee

The COP continues to work with other stakeholders in promoting literacy in Rwanda. This quarter, the COP participated in the Rwanda Reads Steering Committee meeting on February 29. The meeting discussed the upcoming International Book Day and the revised Terms of Reference for Rwanda Reads.

Activities planned for 4.A
- *Implement technical projects to strengthen MINEDUC capacity*
- *Advise on policies in support of L3 Initiative objectives*
- *Distribute quarterly and annual reports to REB*
- *Hold quarterly Steering Committee meetings*
- *Collaborate with other development partners in the restructured SBMP Taskforce*
- Collaborate with other development partners in the TPD Working Group
- Collaborate with other development partners in the Pre-Service Taskforce
- Collaborate with other development partners in Teacher Development and Education Leadership
- *Participate in the School Leadership and Management Task Force*
- *Participate in Rwanda Reads steering committee*

4. B Transform TTCs into centers of excellence for literacy/numeracy

Progress in Q2

Finalize criteria for TTC as center of excellence on literacy and numeracy

During the reporting period, meetings were organized to discuss with relevant stakeholders on how to position TTCs as centers of excellence for literacy and numeracy instruction, whereby primary school teachers in the TTCs catchment area can access TTC resources and avail professional support and advice on literacy and numeracy practices. LNAs plan to facilitate at least 2 preparatory meetings in each TTC and establish a calendar / timetable for surrounding schools to access the TTC. Open days will be held in each TTC to raise awareness among teachers and head teachers. During May, all LNAs will assist the TTC to organize an open day for the TTCs to showcase their activities and share the timetable with the community.

In this regards, a meeting on how to make TTCs a Center of Excellence was convened on 18th January 2016 in TTC Muramba involving the TTC principal, Head teachers of surrounding schools and the SEO of Muramba sector. The same type of the meeting took place in TTC Matimba involving the principal, the SEO, the DOS, Head teachers, TTC Tutors and primary school teachers to discuss strategies to ensure that TTCs are centers of excellence. The meetings focused on ensuring that the TTC is useful to the community and to the Primary School Teachers in the vicinity of the TTC. The meeting also addressed the concerns about the continuity of the activities beyond L3 / VSO interventions. For example the concern about funding / running of the TRC. The principal and the head teachers promised to set some funds apart to ensure that the teachers are provided with materials for making resources and ensuring the TRCs continue to function. Participants included Teachers (4Male, 3Female), Tutors (2Male1Female); 9 Head Teachers (9Male,1Female); SEO (1Male); I Principal (1Male); DOS (1Male); TRC manager:(1Female).

Meeting on the TTC as center of excellence was also organized in TTC Kirambo on 19th February 2016 with the same aim of linking surrounding schools and the TTC. One challenge that participants kept repeating throughout the meeting was about the skepticism on the continuity of 'drop-in' sessions where no lunch or transport reimbursement is offered. They argued it might be more difficult to motivate teachers to visit the TRC. However, some head teachers dismissed the fear as there is hope that as more teachers see the resources made by others and the benefits that the visits to the TRC are having on the learners in the schools, more may start to visit regularly. There is progress in setting up drop in sessions, for example it was agreed to set up weekly resource-making drop in sessions for the teachers to get used to the same. One head teacher has already agreed to release 3 or 4 teachers every week to visit the TRC and make resources for the school. 13 teachers from the 4 teaching practice schools and 15 teachers from the neighboring sector attended workshop on 14th March.

Strengthen outreach program - Linking pre-service to in-service by establishing calendars and support PS teachers in the TTCs

In addition to meetings to position the TTCs as centers of excellence as aforementioned, a TTC open fair was organized in TTC Byumba on 19th March. The aim was to create awareness in the district about the literacy and numeracy skills development activities in the TTC. Participants in the activity included 12 TTC tutors (7Male,5Female), 1 TRC Manager(1Male), 2 SEOs (2Male) , 3 HTs (3Male) , 3TTC PTC Officers(3Male), 9 PS PTC Officers (4Male,5Female) , 12 student-teachers from Year 1 TML and TSM (3Male,3Female) , 12 student-teachers from Year 2 TML/TSM(3Male ,3Female).

Support EDC / REB on training on L3- P4 materials in the in-service

See 1.E

Provide 'drop in' sessions for local primary school teachers for support in TRC

See 4.B

Local teachers participate in math camps facilitated in the TTCs

44 local teachers participated in math camps facilitated in TTC Muhanga and TTC Mbuga during the reporting period.

Local teachers participate in writers' workshops facilitated in the TTCs

54 local teachers participated in Writer's workshops facilitated in TTCs during the reporting period

Table 6: VSO volunteer placements in TTCs

	Volunteer name	Employer/Partner	Start of Service	End of Service
1	Anne Olieba	TTC Muhanga	6-Sep-14	30-June-16
2	Antonina Musuya	TTC Gacuba II - Rubavu	11-May-14	30-June-16
3	Gana Simon	TTC Byumba	15-Jan-14	30-June-16
4	Maaike Baak	TTC Zaza Ngoma	6-Sep-14	30-June-16
5	Mary Wangui Wambugu	TTC Matimba - Nyagatare	11-May-14	30-June-16
6	Monica Dillys Atoo	TTC Muramba Ngororero	28-Sep-13	30-June-16
7	Natif Isaac	TTC Cyahinda Nyaruguru	6-Sep-14	30-June-16
8	Francis Tiberondwa	TTC Rubengera Karongi	15-Feb-15	30-June-16
9	David Keane	TTC Mbuga	7-Sep-15	30-June-16
10	Rachel Duncan	TTC Kirambo	18-Oct-15	30-June-16
11	Emily Meldrum	TTC Bicumbi	18-Oct-15	30-June-16
12	Anne Wambui	TTC Save	January 2016	30-June-16
13	Ann Francesca Tadeo	TTC Mururu	January 2016	30-June-16

Activities planned for 4.B
- *Provide 'drop in' sessions for local primary school teachers for support in TRC*
- *Meetings to position the TTC as center of excellence*

4.C Develop tools and systems for monitoring teacher practices

Progress in Q2

Compilation and reporting of analysis of data collected through SMS reporting system and class observation

In the quarter one, 2,436 School-based mentors and 2,447School subject leaders received training on the effective use of L3 P4 materials and the implementation of the competence-based curriculum. On completion of the training, school based mentors and school subject leaders would train P4 English and Math teachers in their respective schools, through the current REB CPD cascade model.

As part of the training, L3 facilitated sessions on how to use Data Winners SMS reporting system to submit progress reports on school-based training. With the SMS reporting system, School Based Mentors report on teacher training, mentoring and coaching activities organized to support teachers in their respective schools. They will also report on fidelity of implementation of L3 materials and school statistics (enrollment, availability and use of L3 technology) throughout the year. L3 M&E team will analyze the data reported and the findings will be shared in quarter and annual reports. The findings will be also shared with Rwanda Education Board to inform on the progress of L3 implementation.

The L3 Monitoring and Evaluation team closely followed how school based mentors reported and used the SMS reporting system in reporting. The SMS reporting system allows the M and E team to gather information quickly from the field. It was observed that the numbers of SBMs reporting increased as the Primary 4 materials were distributed. The M and E team are able to identify who is having difficulty reporting and can contact individual mentors and talk them through the reporting process should they experience difficulties with the use of technology. The L3 team plans to give regular updates to the SBMP Task force and REB TDM on the numbers of mentors training and any other trends observed from their ongoing monitoring. In total, school Based Mentors trained 895 P4 English and Math Teachers.

Documentation of the use of SMS reporting system in monitoring teachers' practices

In quarter 2, L3 continuously monitored the SMS reporting through review of SMS report submission and through provision of technical assistance to School Based Mentors who were challenged in reporting process. L3 received SMS reports of P4 teachers trained/ mentored in term one from 407 Schools out of 2478 Supported nationwide. The number represents 16.4%…. of the expected target. In general, in the period under review, the reporting rate was very low given the short length of the first term.

As mention previously, the updates on SMS reporting will be raised in School Based Mentoring Task force and TDM. In addition, L3 M&E and Implementation Teams will discuss the reporting trends with District and Sector Education Officers, Education Quality and Standards to ensure that P4 teachers training are effectively carried out in term two. Once done, it expected to have a high rate of School Based Mentors who will report using Data Winners SMS reporting. The following table portrays the status of how School Based Mentors utilized Data Winners SMS reporting system to report P4 teachers they have trained.

Table 7: Use of SMS reporting system in monitoring teachers' practices

No	District	Number of schools	Schools reported successfully	Teachers trained >=16 Hrs (M)	Teachers trained >=16 Hrs (F)	Teachers trained >=16 Hrs (M+F)	Teachers trained <16 Hrs (M)	Teachers trained <16 Hrs (F)	Teachers trained <16 Hrs (M+F)
1	Bugesera	81	3	0	0	**0**	1	1	**2**
2	Burera	91	18	0	0	**0**	40	16	**56**
3	Gakenke	113	25	0	0	**0**	25	12	**37**
4	Gasabo	53	8	3	6	**9**	10	14	**24**
5	Gatsibo	78	10	0	0	**0**	18	13	**31**

6	Gicumbi	99	15	0	0	**0**	23	9	**32**
7	Gisagara	65	14	0	0	**0**	16	14	**30**
8	Huye	88	12	0	0	**0**	7	16	**23**
9	Kamonyi	88	28	10	18	**28**	12	17	**29**
10	Karongi	123	21	0	0	**0**	16	10	**26**
11	Kayonza	70	17	2	1	**3**	25	23	**48**
12	Kicukiro	29	0	0	0	**0**	0	0	**0**
13	Kirehe	56	5	0	0	**0**	7	11	**18**
14	Muhanga	110	14	0	0	**0**	7	17	**24**
15	Musanze	78	9	0	0	**0**	16	14	**30**
16	Ngoma	67	12	0	0	**0**	8	15	**23**
17	Ngororero	99	32	4	1	**5**	47	28	**75**
18	Nyabihu	89	6	0	0	**0**	13	3	**16**
19	Nyagatare	81	9	0	0	**0**	15	9	**24**
20	Nyamagabe	104	13	0	0	**0**	15	16	**31**
21	Nyamasheke	137	21	0	0	**0**	25	18	**43**
22	Nyanza	78	24	0	0	**0**	24	34	**58**
23	Nyarugenge	29	6	0	0	**0**	9	16	**25**
24	Nyaruguru	89	12	4	4	**8**	9	1	**10**
25	Rubavu	75	4	4	2	**6**	4	1	**5**
26	Ruhango	73	10	0	0	**0**	8	10	**18**
27	Rulindo	80	9	0	0	**0**	27	15	**42**
28	Rusizi	110	21	0	0	**0**	19	22	**41**
29	Rutsiro	93	25	1	1	**2**	40	28	**68**
30	Rwamagana	52	4	0	0	**0**	6	0	**6**
	Total	**2478**	**407**	**28**	**33**	**61**	**492**	**403**	**895**

> **Activities planned for 4.C**
> - *Compilation and reporting of analysis of data collected through SMS reporting system and class observation*
> - *Documentation of the use of SMS reporting system in monitoring teachers' practices*

4.D Improve tools and systems for assessing students' reading and math competencies

Progress in Q2

No activities for the quarter

> **Activities planned for 4.D**
>   No planned activities

INTERMEDIATE RESULT 5: Improved Equity in Education

5.A Ensure equal access to quality instruction

L3 is providing the same comprehensive package of print and audio materials to all schools. The scripted lessons in the teacher guide, as well as the audio lessons, ensure that the materials are used in the same way across the country.

5.B Promote positive image of girls and other marginalized groups

The L3 teaching and learning materials are made up of audio programs and texts, including stories; descriptions of situations and information; and pictures used in stories or to illustrate a concept. When a student hears or reads a story or tries to think about a problem, he or she relates it to his or her own experience and tries to see him or herself 'in the story/picture'. Visual images often act as socializing agents because they convey clear messages to boys and girls about the gender roles they are expected to adopt. While gender-biased materials can perpetuate societal prejudices, materials, which are gender sensitive, show students a different view of how men and women can relate in a modern world. Thus, ensuring that schools have and use gender-sensitive materials is one of the most important ways in which a society can change its gender-socialization process. Interwoven through the L3 materials are positive images and messages about gender equality and social inclusion. The L3 materials also contain the following key social messages: nutrition, safety, sanitation, hygiene, health, gender, environment, children's rights and responsibilities, values/behaviours, self-reliance, conflict management and peace education.

Progress in Q2

Print and disseminate BCC materials on equity

1,879 Behavior Change Communication materials with equity messages with the purpose of promoting equity in education were disseminated in communities from 8 Districts. These messages were developed to sensitize parents and community to give equal opportunity to all children to attend schools.

Activities planned for 5.B

Distribute the BCC materials on equity in Rulindo, Burera and other remaining districts

5.C Train teachers and parents to address barriers

Train tutors, student teachers, and parents on special needs and inclusive education and gender equity

As part of the activity related to the review and adaptation of L3 materials to children with special needs, VSO/SNE continued the development of teaching strategies and educational materials as well as the adaptation of existing teaching resources. The 6 pilot schools have been selected in Nyaruguru and Nyamagabe district. The 24 champion teachers from those schools will be trained from 27th to 29th April 2016 to start the implementation of pilot in the first week of May. The material will also be printed in braille to be piloted at Kibeho School for the Blind in Nyaruguru. The pilot will take three weeks in those six schools and after that we will have a meeting with the champion teachers to receive teachers' feedback on the module and start revising it based on that before its implementation in all 30 targeted mainstream schools in Nyamagabe and Nyaruguru

Module and Training on equity in education rolled-out to SGACs in schools in the Western (Karongi) and Eastern Province (Bugesera and Kayonza)

During Kayonza District SGAC training, 312 SGAC members from 72 schools and 351 from 80 schools in Bugesera district were trained on equity issues and raised their awareness on the role to play in enhancing community support for equity in education. After the training, SGACs developed action plans to address gender and inequity barriers to attending school and therefore to improving literacy and numeracy skills. Moreover, 193 modules with equity themes were distributed to the trained SGACs, to support them training their peers.

Concern conducted a survey in the schools, which received financial support to construct girls' room as part of facilitating girls to attend schools during their menstruation period. The results of the survey will be available in quarter 3.

Activities planned for 5.C

- Module and Training on equity in education rolled-out to SGACs in schools in the Western (Karongi) and Eastern Province (Bugesera and Kayonza)
- Monitor SGACs action plans implementation on equity activities.
- Monitor the impact of the awards received equity materials disseminated to promote equity in education

5.D Provide additional resources to rural, low-income areas

Progress in Q1

Activities in line with 2.B above

Activities planned for 5.D

Activities in line with 2.B above

5.E Increase awareness of equity issues at key nodes

Progress in Q2

Resource centers established, equipped and functional as sources of information, materials and resources for CWDs, educators, parents/caregivers, healthcare providers, CHWs and NCPD representatives and the wider community

As a result of community sensitization activities conducted in Q1 and Q2, the L3 resource centers are frequently visited by parents coming to share personal experiences and locate information about children with special needs. The resource centers are open from 8h00am to 5h00pm during the week. The centre managers have reported that people are visiting the resource centres for many reasons including identification and registration of children with special needs as well as learning more about the function of the resource centers and the supports they can receive there. As illustrated in the table below, Uwinkingi resource center in Nyamagabe has received 248 visitors while Munege resource center in Nyaruguru has received 379 visitors during the period between January and March 2016.

Table 8: CWDs identified in school as of 15th March 2016

CWDs identified in School as of 15th March 2016					

District	Sector	School name	Male	Female	Total
Nyamagabe	Gasaka	EP Sumba	10	7	17
		EP Gasaka	15	6	21
		GS Mulico	3	1	4
		GS Gikongoro	4	6	10
		GS Kigeme	11	8	19
			43	**28**	**71**
	Uwinkingi	GS Kibyagira	14	15	29
		EP Nsinduka	5	12	17
		EP Mbuga	5	3	8
		GS Uwinkingi	16	14	30
		EP Gahango	3	4	7
			43	**48**	**91**
	Tare	GS Ngororero	2	5	7
		EP Muse	3	5	8
		GS Uwinkomo	7	5	12
		EP Gatovu	0	0	0
		GS Nkumbure	14	9	23
			26	**24**	**50**
TOTAL NYAMAGABE			**112**	**100**	**212**
Nyaruguru	Kibeho	EP Munege	3	2	5
		EP Mbasa	7	5	12
		EP Sinayi	1	2	3
		EP Muhora	3	4	7
		EP Rubona	6	4	10
			20	**17**	**37**
	Rusenge	GS Bunge	4	1	5
		EP Mpanda	1	0	1
		EP Gikunzi	4	1	5
		EP Cyuna	1	3	4
		EP Sheke	1	1	2

		EP Rusenge	4	4	8
		GS Rasaniro	4	6	10
		GS Kabirizi/ Runyinya	2	6	8
			21	**22**	**43**
	Mata	EP Ramba	2	3	5
		GS Gorwe	11	14	25
		GS Rwamiko	13	6	19
		GS Mata	2	1	3
		GS Nyamyumba	2	4	6
			30	**28**	**58**
TOTAL NYARUGURU			**71**	**67**	**138**
GENERAL TOTAL			**183**	**167**	**350**

Table 9: CWDs identified in community (Not attending schools in L3 Plus operational area) as of 15th March 2016

District	Sector	Name of Cell	Male	Female	Total
Nyamagabe	Gasaka	Ngiryi	10	4	14
		Remera	5	5	10
		Kigeme	13	16	29
		Nyamugali	3	4	7
		Nzega	3	6	9
		Nyabivumu	3	2	5
			37	**37**	**74**
	Uwinkingi	Bigumira	4	3	7
		Kibyagira	3	1	4
		Gahira	14	7	21
		Munyege	13	6	19
		Mudasomwa	8	9	17

		Rugogwe	5	0	5
			47	**26**	**73**
	Tare	Kaganza	0	0	0
		Buhoro	4	7	11
		Gasarenda	1	4	5
		Nyamigina	5	5	10
		Nkumbure	5	5	10
		Gatovu	0	7	7
			15	**28**	**43**
TOTAL NYAMAGABE			**99**	**91**	**190**
Nyaruguru	Kibeho	Kibeho	2	3	5
		Mbasa	5	6	11
		Mubuga	5	4	9
		Nyange	2	3	5
		Mpanda	2	0	2
		Gakoma	5	10	15
			21	**26**	**47**
	Rusenge	Bunge	11	5	16
		Maliba	17	13	30
		Raranzige	24	14	38
		Rusenge	3	6	9
		Cyuna	10	9	19
		Gikunzi	9	8	17
		S/TOTAL	74	55	129
	Mata	Rwamiko	6	5	11
		Murambi	11	7	18
		Ramba	3	2	5
		Gorwe	10	5	15
		Nyamabuye	5	3	8
		S/TOTAL	**35**	**22**	**57**
TOTAL NYARUGURU			**130**	**103**	**233**
GENERAL TOTAL			**229**	**194**	**423**

Generally, it was observed that parents are enthusiastic and interested to learn how the centers operate and how If they could support the education of their children. As one manager reported, some of the parents coming to the Resource Center were surprised to see the resources that are to be used in teaching children with disabilities and wanted to take them home. Parents are encouraged to make similar resources when they are at home. This is done to help children to use them and familiarize with them during their free time/weekends.

Figure 4: Parents coming to visit the Uwinkingi RC

Open days carried out per Resource Centre to motivate teachers, parents, health care workers, CHWs, NCPD representatives to use the materials and resources available

Open days for teachers were also organized in quarter 2. The objective of the open day was to raise awareness about the L3 resource centers and to motivate teachers to use the materials and resources available at the resource centers. As part of the open day, teachers learnt how to make low or no cost materials and were encouraged to make and use them in their schools. In this quarter, 66 teachers from targeted schools in Nyaruguru and 75 teachers from targeted schools in Nyamagabe participated in open days organized for them respectively at Munege L3 resource centre and Uwinkingi L3 resource center.

Figure 5: Teachers Open Day at Munege RC in Nyaruguru

Table 10 : Participants in teachers Open Day Resource Center

Information Open Day for Teachers' Resource Center	Sector	Male	Female	Total
Uwinkingi/ Nyamagabe	Uwinkingi	13	12	25
	Tare	5	20	25
	Gasaka	5	25	30
Munege/ Nyaruguru	Kibeho	8	16	24
	Rusenge	10	12	22
	Mata	10	10	20
	Total	51	95	146

Table 11: Number of visitors to the resource centers by category

Resource Centers	Date (Feb - March)	Number of Visitors by Gender		Number of visitors by category						Total	
		Male	Female	Parents	Teachers	CHWs	Health Care Pro	NCPD	Others		
Munege /Nyaruguru	January	17	27	34	0	0	0	8	2	44
	Feb	33	28	35	0	0	0	18	8	61
	Marc	132	142	128	66	30	0	39	11	274
	Total	**182**	**197**	**197**	**66**	**30**	**0**	**65**	**21**	**379**
Uwinkingi/Nyamagabe	January	0	0	0	0	0	0	0	0	0
	Feb	35	13	34	4	0	0	0	10	48
	Marc	60	140	20	105	30	0	44	1	200
	Total	**95**	**153**	**54**	**109**	**30**	**0**	**44**	**11**	**248**

Information sessions for parents and caregivers of Children with Disabilities

In quarter 2, from the 9th to 24th March 2016, L3 PLUS conducted information sessions for 457 parents (327 females and 130 males) who have children with impairments in 3 sectors of Nyaruguru district namely Kibeho, Rusenge and Mata. Sessions were also conducted in Uwinkingi sector of Nyamagabe District. The sessions focused on the identification of, care and support for children with special needs. The trainings focused on understanding the impact of stigma, signs of impairments and caring for children with special needs. In quarter 3, L3 PLUS will continue to target parents of children with a range of disabilities from all 6 sectors of Nyaruguru and Nyamagabe districts. L3 PLUS hope to reach 720 parents during the life of the project.

Identification of children with special needs, sharing this information with the Resource Centre and signposting to relevant service providers

Resource Centre Assistants with support of parents and community health workers (CHWs) have started identifying children with special needs. Records of those identified children are kept at the resource centers. This is a continuous activity, which is to be followed by signposting of the children to other service providers. So far, 402 and 371 children respectively from Nyaruguru and Nyamagabe were identified until 15 March as illustrated in the table by schools, communities and gender segregation.

Radio messaging designed and broadcast;

In this quarter, the radio messaging focused on locations of the resource centers, services offered by the resource center; role of the community in management of the resource center and importance of resource centers for children with disabilities, teachers and community including parents. The testimonies gathered from the field show that community members follow the program and that it is having a big impact in changing their mindsets towards children with disabilities. Papias Nizeyumuremyi, a teacher at GS Ngororero in Nyamagabe district is one of community members who have been following the L3 Plus radio pragramme on Radio Salus. In his words, sharing the testimony with L3 Plus Training Officer, he said: *"I have followed the program about the work VSO is doing to promote rights of children with disabilities on Radio Salus. As we, teachers, sometimes rush to cover all prepared material in our teaching, I didn't know that children with disabilities should be given special attention to ensure that they are also following in our classes, but I have now understood that children with special needs can even perform better than other children in mainstream schools. All depends on the care and methodology used by the teacher. I liked the radio program and I have encouraged my fellow teachers to follow it and support the CWDs once they could come to school. But, please let us know before when the program is to be aired on the radio".*

Belancille, Head Teacher of Sumba Primary School in Gasaka, Nyamagabe district also had a similar testimony. She said that she listed to the program and found it very interesting to promote the right to education for children with special educational needs.

Training for Community Health Workers, Health Care providers and NCPD representatives on identification of and care and support for children with special needs

In this reporting quarter, L3 PLUS project continued to conduct trainings for healthcare providers, CHWs and National Council for People with Disabilities (NCPD) representatives on identification of, care and support for children with special needs. Training began in mid-December 2015 and continued through to February 2016. The training aimed at enabling participants to provide information, support and be a community resource to their peers, parents and the wider community took place The trainings focused on stigma, common causes of disabilities, signs of disabilities, impact of disabilities and advocacy and

actions. The participants in this training appreciated the content, methodology and the way it was organized. They committed to using the knowledge they got to identify children with special needs in community and care and support them. Similar training sessions will be organized in other sectors targeted by the project until October 2016.

Conducted community sensitization on SNE through theatre performance

L3 PLUS in collaboration with THT theatre group of people with disabilities that uses drama for public sensitisation, conducted theatre performances in Tare and Gasaka sectors of Nyamagabe district, and in Rusenge Sector of Nyaruguru district respectively on 12th January 2016; 11th March and 18th March 2016 It was reported that at least 3,500 people including children, community members, parents of CWDs, teachers, NCPD local representatives and others attended the performance. The aim of the performance was to demonstrate the abilities of people and children with special needs. Through the performances, the audiences were sensitized on the rights and social inclusion of people/children with disabilities. More performances are planned until October 2016.

Undertake Special Umuganda activities to promote access to education for children with special needs

In quarter 2, children with disabilities, VSO representatives, District and Sector leaders together with the community members participated in a Special Umuganda on 13th February 2016 to promote access to education for children with special needs. The special Umuganda did the cleaning and levelling of the way to Kagano Primary school as well as working on the school playground. During Umuganda, VSO and different district leaders delivered messages on inclusive education and the rights of children with disabilities to community members. Local leaders promised to follow up on constructing and refurbishing classrooms to ensure that there are ramps for facilitating children's access to classes.

The District Director of Education commended the L3 Plus project for such an important activity that brought together citizens and leaders to work on the school ground and for promoting inclusive education. He further said that he was disappointed to notice that there are classrooms, which do not have ramps to facilitate access to children with impairment.

Activities planned for 5.E
- Resource centers established, equipped and functional as sources of information
- Open days carried out per Resource Centre to motivate teachers, parents, health care workers, CHWs, NCPD representatives to use the materials and resources available
- Information sessions for parents and caregivers of Children with Disabilities
- Identification of children with special needs, sharing this information with the Resource Centre and signposting to relevant service providers
- Radio messaging designed and broadcast
- Training for Community Health Workers, Health Care providers and NCPD representatives on identification of and care and support for children with special needs
- Conducted community sensitization on SNE through theatre performance
- Undertaken Special Umuganda activities to promote access to education for children with special needs

MONITORING AND EVALUATION (M&E)

Progress in Q2

Activities planned for M&E

Collection and analysis of data for monitoring L3 performance with respect to indicators

The L3 M&E team continued to monitor L3 performance with respect to indicators, by tracking the achievements against the targets as per the Performance Monitoring Plan data table. The quarterly results are described in PMP table on page 42.

Using Data Winners SMS reporting system, M&E collected data on P4 teachers trained in quarter 2. The same process of data compilation was done on the delivery of L3 materials distributed to schools, TTCs and to community mobile libraries, this involved the review of the proof of deliveries signed by school head teachers and community mobile libraries representatives acknowledging the reception of L3 materials.

The M&E team in collaboration with Programme Implementation Team used the school and grade monitoring tools to assess the progress and status of L3 implementation in schools. Non-audio and audio observation tools were used to assess the teachers' practices teaching literacy and numeracy. Reports for monitoring activities are provided in annex 12

Conduct school visits and lesson observation of L3 materials in P1, P2, P3 and P4 classrooms

The L3 M&E and Programme Implementation Teams continue to conducted school monitoring activities to assess the overall L3 implementation. L3 aims to monitor at least 334 schools during the 2016 school year. In quarter 2, L3 visited the 100 schools in five Province as indicated in the table below

Table 12: Number of schools visited

Province	Schools
Total	100
East	22
Kigali City	5
North	12
South	39
West	22

Produce a summary report of monitoring data collected from the schools

The L3 team compile and analyse grade, school and classroom observation monitoring reports. The summary of the findings is shared with the programme implementation team, partners and technical team for review and discussion. The summary is included in the annex 14

Carry out Data Quality Assessments to verify accuracy of data submitted, entered and archived.

For the purpose of Data Quality Assessment, L3 Monitoring and Evaluation Team completed data verification of L3 Primary 4 materials schools received in schools. This was done in the course of school monitoring through comparing the materials received by school against the proof of deliveries submitted by the distribution company.

For the purpose of data verification, L3 M&E team carried out an audit in all 16 TTCs to verify if L3 materials are available and being used and if student teachers are trained on how to use them.

The comparison between the received L3 materials and the available materials indicated that in general the distributed L3 materials are still available in TTCs. Cases of missed materials were found in TTC Rubengera where P2 and P3 materials were not available and also in TTC Bicumbi where one telephone was reported lost.

It was observed that L3 materials given to TTCs are used. Tutors reported that the most used materials are teachers guide, read aloud collections and technology. These are used by student teachers while preparing the lessons for teaching practices.

In order to understand whether L3 materials given to TTCs are used, the monitoring team discussed with TTC tutors about the training on using L3 materials. Tutors from 15 TTCs out 16 TTCs visited revealed that they have been trained by VSO LNA volunteers or trained by their peer tutors trained by EDC/ L3 in November 2015. In 14 TTCs, tutors revealed that the students teachers are trained on how to use L3 materials. The monitoring team found that such trainings have not yet been organized in TTC Nyamata and in TTC Kabarore.

Using a self-rating scale where of 0 to 10; 0 being not confident at all and 10 very confident, the monitoring team probed to assess how confident tutors feel in using L3 materials. In general, tutors reported that they are confident in using L3 materials (The average scale being 8 out of 10). Asked how they perceive the confidence of students' teachers in using L3 materials, tutors reported that students' teachers are moderately confident in using L3 materials (The average scale being 7 out of 10). The detailed report is annex 13.

Provide support to project partners in impact assessments of community support to literacy, equity and teacher motivation, community mobile libraries, use of behavior change materials

In the period under review, L3 M&E team monitored four Community Mobile Libraries namely Gikonko in Gisagara District, Simbi in Huye District, Mpanda in Ruhango District, Kinunu in Rutsiro District. The purpose of the monitoring was to discuss with the stakeholders how the Community libraries are being used, the perceived results and areas for improvement.

As overall findings, two community libraries visited (Gikonko and Mpanda) are operational and are bringing positive results though more efforts are needed to increase the community's awareness on the existence and use of these community libraries.

The Monitoring team found that Kinunu Community Mobile Library, is mostly used by teachers from nearest schools but the management in collaboration with Kinunu Parish ensure it is more effectively used whereas Simbi Community Mobile Library needs to be reactivated or relocated.

The monitoring team made recommendations to each management team to ensure that people are sensitized on the use of the CML in order to increase the reading culture. Each management team was requested to set up mechanisms for documenting how the community libraries are being used and their impact.

In quarter 3, L3 M&E in collaboration with L3 Equity and School Partnership Task Leader will undertake an action research on impact of community mobile libraries. The research report will be submitted along with the quarter three report.

Analyze data, report, and disseminate findings of the 2015 P1, P2 and P3 midline and P4 baseline *assessments*

In the quarter under review, L3 finalized the data analysis and writing the report for the midline fluency and mathematic assessment held in October 2015.
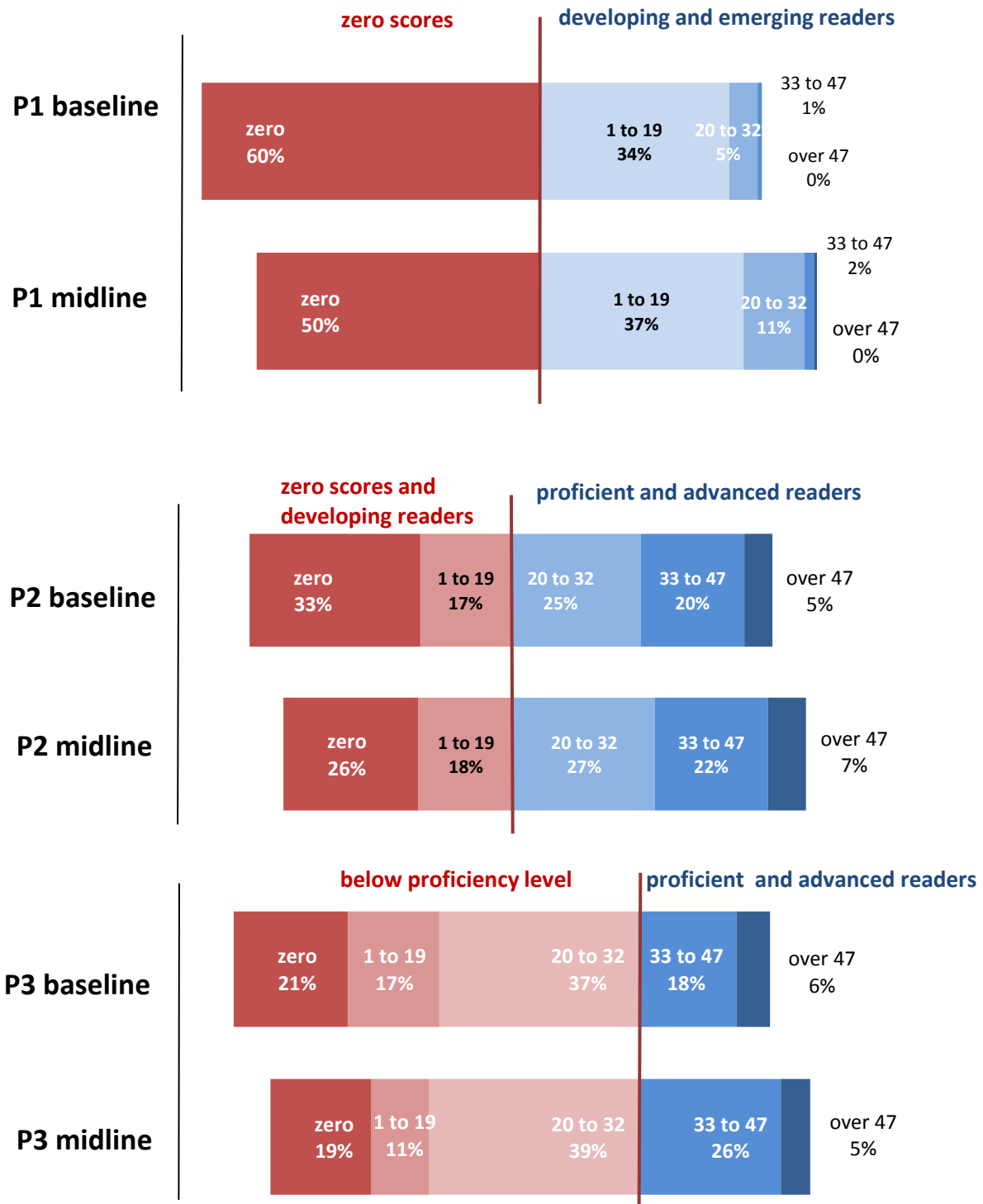
Overall, oral reading fluency assessment results show that the proportion of learners reading on grade level increased substantially over the course of the first year of L3 implementation nation-wide. Most of those learners who were able to read the text were also able to answer some or all comprehension questions.

Analysis of baseline and midline FARS results showed that learners in all tested grades showed improvement in reading from baseline to midline. P1 and P3 learners showed most gains. P1 showed an average increase in FARS of 2.7 wcpm (±1.1 wcpm). P2 demonstrated gains from baseline to midline with an average increase of 2.3 (±2.0 wcpm) P3 showed average gains of 3.0 wcpm (± 1.8 wcpm).

The assessment found that more P2 and P3 learners could read fluently compared to their peers from the same grades who were tested the previous year, according to the proficiency standards established by REB.

Analysis of baseline and midline MARS results found that learners in P1, P2, and P3 showed improvement in mathematics after one year of L3 implementation. All grades showed statically significant gains ($p<.001$). P1 showed the largest gains from baseline to midline with an average increase of 22.2% (± 3.1%) in the percent of MARS tasks solved correctly. P2 and P3 also demonstrated significant gains from baseline to midline with an average increase of 8.4% (±2.9%) and 7.4% (± 2.7%), respectively.

Figure 6. Percent of learners reading at grade level, by grade

zero scores / developing and emerging readers

P1 baseline
- zero 60%
- 1 to 19 34%
- 20 to 32 5%
- 33 to 47 1%
- over 47 0%

P1 midline
- zero 50%
- 1 to 19 37%
- 20 to 32 11%
- 33 to 47 2%
- over 47 0%

zero scores and developing readers / proficient and advanced readers

P2 baseline
- zero 33%
- 1 to 19 17%
- 20 to 32 25%
- 33 to 47 20%
- over 47 5%

P2 midline
- zero 26%
- 1 to 19 18%
- 20 to 32 27%
- 33 to 47 22%
- over 47 7%

below proficiency level / proficient and advanced readers

P3 baseline
- zero 21%
- 1 to 19 17%
- 20 to 32 37%
- 33 to 47 18%
- over 47 6%

P3 midline
- zero 19%
- 1 to 19 11%
- 20 to 32 39%
- 33 to 47 26%
- over 47 5%

Data analysis revealed a variety of factors associated with learners' performance in oral reading, in math, or in both. Both at baseline and at midline learners' age was found to negatively correlate with the achievement in reading and math whereas having a literate mother and having someone reading to a

learner at home, and checking homework regularly were found to be positively associated with reading results.

The preliminary learning outcomes, lessons and good practices of the L3 Initiative found in midline assessment were shared with education partners in Results Sharing Forum held on 4th February 2016 at Lemigo Hotel – Kigali. The forum was organized by EDC/L3 in collaboration with Rwanda Education Board.

Activities planned for M&E
- Collection and analysis of data for monitoring L3 performance with respect to indicators
- Conduct school visits and lesson observation of L3 materials in P1, P2, P3 and P4 classrooms
- Produce a summary report of monitoring data collected from the schools
- Carry out Data Quality Assessments to verify accuracy of data submitted, entered and archived
- Provide support to project partners in impact assessments of community support to literacy, equity and teacher motivation, community mobile libraries, use of behavior change materials

3.0 RESULTS ACHIEVED (as per draft Performance Monitoring Plan data table)

Goal: Children leaving primary school with a strong foundation in literacy (Kinyarwanda and English) and numeracy skills in Mathematics						

Indicator type	Indicator description	PMP Notes	Dir/Ind	Target 2016	Q2	Notes
3.2.1-14: Number of learners enrolled in primary schools and/or equivalent non-school based settings with USG support (Type: Output)	*Definition*: Number of P1 to P4 learners benefitting from USG support *Disaggregation*: Gender,	*Schedule:* Annual *Source:* MINEDUC enrolment Statistics (projections based on 2011 figures, with extrapolations of growth) *Considerations:* Official statistics are released the next calendar year, targets are projections, with the correction for the actual the following year	Dir.	662,759	n/a	Data will be reported in Q4
			F	336,019	n/a	
			M	326,740	n/a	
3.2.1-27 Proportion of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text. (Outcome/ Impact)	*Definition*: Proportion of learners who attain the specified threshold in fluency at the end of P3. *Disaggregation*: Gender,	*Schedule:* Twice (baseline/endline) *Source:* REB Fluency Assessment in Rwanda Schools *Considerations:* P3 standards need to be defined.	Dir.	TBD per standards	n/a	Data will be reported in Q4

Indicator type	Indicator description	PMP Notes	Dir/Ind	Target 2016	Q2		Notes
		Baseline data to be collected in early 2014					
3.2.1-31: Number of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support (Output)	*Definition*: Number of mentors/ teachers/head teachers/ trained by L3 initiative *Disaggregation*: Gender, Province	*Schedule:* Annual *Source:* Attendance records *Considerations:* The calculation of targets assumes reaching 75% of all teachers of relevant grades.	Dir.	7,434	T	895	The actual result represents P4 teachers directly trained by School Based Mentors from 407 schools.
					M	492	
					F	403	
3.2.1-32 Number of teachers/educators/teaching assistants who successfully completed pre-service training with USG support (Output)	*Definition*: Number of student teachers trained by L3 VSO Literacy Specialists assigned to TTCs *Disaggregation*: Gender	*Schedule:* Annual *Source:* Attendance records *Considerations:* The targets are based on the assumption that the VSO partner will be able to recruit and retain its volunteers, and College of Education will approve them. The targets are	Dir.	1,477	n/a		Actual data for this indicator will be reported in Q 4.

Indicator type	Indicator description	PMP Notes	Dir/Ind	Target 2016	Q2	Notes
		based on estimations of enrollment of 300 per TTC in literacy and math tracks and may change based on the actual enrollment data				
3.2.1-35 Number of learners receiving reading interventions at the primary level (Output)	**Definition:** Number of P1 to P3 students who are exposed to literacy teaching and learning materials produced and distributed by the project **Disaggregation:** Gender	**Schedule:** Annual **Source:** TLM distribution records **Considerations:** Assumes 75% of students regularly use TLMs. The calculations reflect 75% of direct beneficiaries each year.	Dir.	497,069	n/a	Data will be reported in Q4
			F	252,014		
			M	245,055		
3.2.1.18 Number of PTAs or similar 'school' governance structures supported (Output)	**Definition**: Number of PTA groups trained **Disaggregation**: District	**Schedule:** Annual **Source:** Attendance records from partner **Considerations:** L3 conducts data quality assurance. Targets based on assumptions of	Dir.	250	132	The actual results for Q2 FY 2016 reflect the number of PTC structures trained in Kayonza and

Indicator type	Indicator description	PMP Notes	Dir/Ind	Target 2016	Q2	Notes
		40% schools reached by CWR				Bugesera Districts
3.2.2-33 Number of USG-supported tertiary education programs that include experiential and/or applied learning opportunities (Output)	*Definition*: Teacher training colleges where L3 VSOs provide direct instruction to students co-teaching with faculty. TTCs also receive TLMs.	*Schedule:* Annual *Source:* Partner documentation *Considerations:* The targets are based on the assumption that all TTCs will be willing to work with L3 VSO, and that the VSO partner will be able to recruit and retain its volunteers.	Dir.	13	n/a	Data will be reported in Q4
3.2.2-42 Number of tertiary institution faculty or teaching staff whose qualifications are strengthened through USG-supported tertiary education programs (Output)	*Definition*: TTC instructors/ tutors and TTC principals and deans trained by L3 VSO volunteers in experiential instructional methodologies *Disaggregation*: Gender, status on enrollment	*Schedule:* Annual *Source:* Training attendance records *Considerations:* Targets assume that 75% of TTC staff will remain with the college throughout the project's life	Dir.	110 continuing	n/a	Data will be reported in Q4
Custom: Percent of PTAs/PTCs that undertake initiatives- to support increased teacher motivation (Outcome/Impact)	*Definition*: Initiatives to support teacher motivation include different strategies such as establishing	*Schedule:* Annual *Source:* PTA reports collected by partner	Dir	75%	n/a	Data will be reported in Q4

Indicator type	Indicator description	PMP Notes	Dir/Ind	Target 2016	Q2	Notes
	social fund or visiting teachers to express the appreciation. *Disaggregation*: District	*Considerations:* L3 conducts data quality assurance. The data are being collected through PTAs by the partner and are available the following academic year.				
3.2.1-33 Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance (Output)	*Definition*: Number of learning and teaching materials produced and distributed *Disaggregation:* Type	*Schedule:* Semi annual *Source:* Distribution records *Considerations:* Disaggregated by type of materials and source; Cost share documentation (in case of BBF donations)	NA	400,000	481,715	The actual results include 475,114 print materials distributed to schools, TTCs and community mobile libraries and also 6,601 L3 technologies distributed to schools and to TTCs
	Definition: Number of different book/story titles and problem sets authored locally *Disaggregation:* Type	*Schedule:* Semi annual *Source:* Distribution records *Considerations:* Disaggregated by type of materials and author	NA	80	n/a	Data will be reported in Q4

Indicator type	Indicator description	PMP Notes	Dir/Ind	Target 2016	Q2	Notes
		(writers' workshop, math camp participants)				
3.2.1-36 Number of schools using information and communication technology due to USG support (Output)	*Definition*: Number of schools using MP3 players, video players or other technologies received through L3 *Disaggregation*: Types of materials	*Schedule:* Annual *Source:* Distribution records, mentors reports. A sample will be visited by L3 as part of DQA. *Considerations:* The targets assume 75% utilization rate. The expected actual utilization rate is less than 100% due to breakage, staff rotation, etc.	NA	1,867	n/a	Data will be reported in Q4
Custom Indicator (Type: Outcome/Impact) *:* Improved English language skills among primary teachers benefiting from L3 Initiative support (percentage increase over baseline)	*Definition:* Improved English language skills among primary teachers benefiting from L3 Initiative support (percentage increase over baseline) *Disaggregation:* Gender	*Schedule:* Twice *Source*: Diagnostic tests scores *Consideration:* Baseline diagnostics test to be done in March 2014 and follow up test in October 2014		Average level REPS2+	n/a	n/a
3.2.1-37 Number of impact evaluations conducted (Type: Output)	*Definition*: Number of impact evaluations conducted	*Schedule:* Twice *Source:* Ministry National Reading		1	n/a	Data will be reported in Q4

Indicator type	Indicator description	PMP Notes	Dir/Ind	Target 2016	Q2	Notes
		assessment program **Considerations:** Evaluation should be done in the quarter prior to reporting year.				
	Definition: Number of completed reports submitted to MINEDUC on the impact of L3 initiatives, during grade-specific action research cycles, as well as during nationwide roll out	**Schedule:** Twice **Source:** Report submitted to ministry **Considerations:** Reports to be completed by Q1 of reporting year		2	n/a	Data will be reported in Q4
3.2.1-34.Number of standardized learning assessments supported by USG	**Definition** Number standardized learning assessments carried out to measure learning outcomes specific learning outcomes in specific subjects of literacy and numeracy	**Schedule** Annual **Source** Assessment reports **Consideration**	Direct	8	n/a	Data will be reported in Q4

4.0 LESSONS LEARNED

L3 recognizes the importance of school and community ownership and accountability in improving teaching and learning and building a culture of reading. Ministry of local government officials and head teachers need to be aware of the changes in the new curriculum and the new instructional materials being provided to schools.

During the reporting period, VSO and L3 Programme Implementation and Monitoring and Evaluation team have been visiting TTCs as part of the routine monitoring and evaluation work. The Principals and tutors suggested that they need learning visits to other schools in order to get experience from different schools and suggest also that the contract of LNA should be extended.

Also this quarter, as explained below in the communication section, L3 organized media site visits with the L3 implementation follow up meetings with local education stakeholders. The one-day meetings in Gasabo, Gakenke and Muhanga districts was covered by the media and explained how L3 materials will be used to support the implementation of the new competence- based curriculum. It became clear, however, that such visits should focus on a small component of the project. Even though, the visits were focusing on the follow up meetings with local education stakeholders, in the future, L3 will bring journalists and spend more time on the same aspect of the program to ensure journalists understand it well and are not overwhelmed with too much varied information.

5.0 FINANCE

Prepare monthly and quarterly financial statements and projections

The finance team in Kigali is working closely with the home office accountants to monitor expenditure according to the budget. Projections for the coming three months are prepared and updated each month. The finance team also ensured that all submissions were done on time to close out the financial year on December 30.

Submit quarterly accruals to USAID

The quarterly accruals were submitted as requested on March 31, 2016

6.0 ADMINISTRATION AND MANAGEMENT

Progress in Q2

Prepare monthly and quarterly reports

Monthly reports were prepared and submitted to REB as required on the 19th of each month. The report for the first quarter of FY2016 was submitted to USAID on January 30, 2016

Organize quarterly portfolio review to review progress and identify measures to ensure targets are met

The EDC Vice President Kent Noel was in Kigali visited L3 in February 2016. As part of his trip, he conducted portfolio review meetings with L3 management and L3 sub grantees. The meetings discussed progress to date to assess that L3 implementation was on track and to strategies on how to meet all targets.

Organize monthly meetings with L3 sub awardees to review progress, network and engage in joint problem solving

Partners meetings with VSO and Concern Worldwide were held on January 20, February 17 and March 16, 2016

Organize Monthly USAID update Meeting

Update meetings were held with USAID on January 14, February 11 and March 24, 2016.

Support Provincial Coordinators in management activities

The L3 Programs Implementation Coordinator provides support to the regional based Provincial coordinators. The coordinator supports them in planning and implementing their activities in their respective provinces and ensuring that monitoring and evaluation protocols and goals are met. Provincial coordinators submit regular monitoring reports to the M and E team and Programs Implementation coordinator. These reports are analyzed and possible themes identified for further discussion and reflection. The findings of the reports are discussed at monthly team meetings for the program implementation team.

In quarter 2, L3 Programs Implementation Coordinator facilitated a two-day Continuous Professional Development (CPD) meeting on January 21 & 22, 2016 for provincial coordinators. During that CPD Session, provincial coordinators met the distribution company to plan the distribution schedule of P4 English and Mathematics materials and share roles and responsibilities. Provincial coordinators also compiled the list of schools to receive additional technology based on the demands from schools that have requested additional technology since the number of students and teachers has increased after previous distributions. P1, P2 and P3 Print materials were assigned to schools that have requested for them based on the number of materials that had remained in the L3 warehouse. These were mainly new schools that were created when the distribution of P1, P2 and P3 materials were completed. During the CPD Session, L3 Provincial coordinators also compiled the facilitator's guide for the implementation follow up meetings with local education stakeholders, planned the redistribution of SD cards redistribution and the distribution of additional materials and technologies. Finally, provincial coordinators developed their action plan for the quarter including schools to be monitored and other activities to focus on during the

quarter, namely the implementation follow up meetings with local education stakeholders, SD cards redistributions and distribution of other materials, monitoring visits to the TTCs, provides the status of L3 implementation in schools to SEOs and DEOs after every school monitoring visit, to name just a few.

Activities planned
- Support provincial coordinators in management activities

COLLABORATION AND LEVERAGED RESOURCES

Progress in Q2

Use the MCOP platform to provide content and responses to education stakeholder's queries

In this quarter, L3 has continued to share produced resources with MCOP project to post on the portal for access to a wider audience of education stakeholders. Resources shared with MCOP include P4 English Teacher Guide, P4 English Daily Reader, P4 Math Teacher Guide and the revised P1 and P2 Kinyarwanda Teacher Guide, Read Aloud Story Collection, and Student Daily Reader, English Teacher Guide and Student Daily Reader and Math Teacher Guide.

Collaborate with other development partners in the restructured Mentor/ELT Task Force and other taskforces and technical working groups

This task force was originally tasked to support the launch and development of the original SBMP in 2012. With the restructuring of the SBMP in 2015, there remains need to support its effective implementation, improve coordination of initiatives by REB and DPs in relation to the SBMP, clarify the long-term vision for/role of the SBMP and its relation to other initiatives for continuous professional development of teachers. The monthly SBM Taskforce meeting provides opportunities for development partners and TDM to share progress and updates on the activities they conduct in support of the SBM Program. Members are requested to provide specific technical advice to REB Management (through the TPD TWG) regarding the strategy of the SBMP and its effective implementation. In quarter two, L3 supported a three-day retreat to plan the restructuring of the School Based Mentoring Programme (SBMP). The retreat took place in Muhanga from March 16th to March 18th and was attended by all development partners that support the SBMP and REB staff. The L3 Chief of Party, Technical Director, English Language Advisor and Programs Implementation Coordinator attended the retreat. The objectives of the retreat included:
- Revise job description of SBMs.
- Formulate a framework and guidelines for implementation of the restructured SBMP
- Clarify the roles of all stakeholders in the SBMP
- Establish an effective and efficient monitoring and evaluation system.
- Propose modalities on how the SBMP can fit into a wider Continuous Professional Development (CPD).
- Map out the long-term institutionalization and sustainability of the SBMP.

Attend development partners and RENCP meetings and working groups

This quarter, the General Assembly (GA) of RENCP that took place on Friday 26th at Classic Hotel Kicukiro Sonatube was attended by 99% members of the Platform. During the general assembly, different presentations were made and new members applications were validated; The new members are: Three Mountains learning advisors (AFFILIATE MEMBER); FESY: A non-governmental organization based in Rwanda that works with youth generally, children and vulnerable community; APEDDH for the promotion of education (through training, research and documentation) and The "foundation saint dominique savio"- FSDS- a Rwandan NGO created and operating in Rwanda since 2001

Enhance the collaboration with all REB departments, especially CPMD, TDM, EQS, and ICT for the sustainability of the L3 project

In quarter 2, L3 continued to update REB on project activities and create opportunities for collaboration and information sharing. In quarter 2, L3 and REB department cohosted the results sharing forum on February 04, 2016. The purpose of the forum was to share an overview of the L3 project and present the midline assessment results. The L3 team also worked closely with One laptop per child, in this quarter. REB distributes OLPC laptops under the One Laptop per child project with the aim to provide all students from P4 to P6 with access to laptops. The project aims to provide primary school students early access to computer skills and computer science while expanding their knowledge on specific subjects through online research or content hosted on servers. In 2016, the implementation of L3 materials has started in Primary four, the L3 project has shared audio content with One Laptop per child project so that the L3 audio content can be hosted on their servers and schools, teachers and pupils can access the content

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Use HNI SMS reporting system to compile information on teaching practices

In the quarter under review, L3 continued using Data Winners SMS reporting systems in collection of school information on P4 teachers trained on how to use L3 materials. The SMS reporting was also used to collect the teaching progress using L3 materials. It is worth to note that in FY 2016, the Data Winners SMS reporting system is used in reporting process by School Based Mentors trained in November and December 2015.

Activities planned
- Use the MCOP platform to provide content and responses to education stakeholders queries
- Collaborate with other development partners in the restructured Mentor/ELT Task Force and other taskforces and technical working groups
- Enhance the collaboration with all REB department, especially CPMD, TDM, EQS for the sustainability of the L3 project

Communications:

Progress in Q1

Organize Lessons learned forums
The L3 Results Sharing Forum was held on 4th February 2016, at Lemigo Hotel**.** The aim of the forum was to provide an overview of the L3 Initiative, share the findings of the FARS midline assessment, preliminary learning outcomes, lessons learned and good practices of the L3 Initiative.

Produce quarterly success story

In March, L3 success story was selected as the face of Basic Education for InterAction. The story was published on the L3 website.

Produce quarterly electronic newsletter with REB

In Q2, the L3 Communication Manager began working with REB EQS on the development of an electronic edition of REB newsletter. The quarterly newsletter is being finalized and will be distributed at the beginning of May.

Maintain L3 website and social media accounts
- In Q2, press releases and success stories were added to the website. On social media, L3 shared posts and photos of the L3 Forum, the L3 Implementation follow up meetings and photos from monitoring visits.

Engage media through press releases and other events and site visits

This quarter, L3 organized media site visits with the L3 implementation follow up meetings with local education stakeholders. The one-day meetings in Gasabo, Gakenke and Muhanga districts was covered by the media and explained how L3 materials will be used to support the implementation of the new competence- based curriculum.

This quarter, L3 produced two press releases: one on the distribution and development of P4 materials and the other one on USAID develops Primary 4 instructional materials to support the new curriculum; the press releases were shared with the media.

Table 13 Print Media Coverage

Article Title	News Source	Date
Abarezi mu karere ka Gakenke barishimira inkunga bahabwa n'umushinga L3	Voice of Africa	February 17, 2016
Teachers warned on mismanaging school materials	New Times	February 16,2016
Schools get instructional materials	New Times	February 23, 2016

Develop one-pagers/handouts

L3 developed a one pager on the L3 Midline results. The handouts were provided to participants/ journalists who attended the February Results Sharing forum. The L3 Activitiy briefs created in 2015 were also updated.

Andika Rwanda writing competition

For the 2015 competition, the writers symposium and award ceremony was held in September, in line with International Literacy Day, when Rwanda Reads and several partners organized various literacy promotion events and activities. The Andika Rwanda 2015 worked with publishers on editing and illustrating of the winning stories and poems to prepare them for publication. The ten winning stories were submitted to TAC and were approved for mass printing on 4th April 2016.

The Andika Rwanda 2016 work plan and budget was shared with the Deputy Director General in charge of Education Quality and Standards; A preparation committee which will include inspectors from the five provinces and L3 staff will meet in the week of 25th to 29th April for the first time to approve the plan and budget for the writing competition. The Rwanda Reads General Assembly to take place on 2nd of June will be also an opportunity for the official launch of Andika Rwanda 2016.

Activities planned
- Produce quarterly success story
- Produce quarterly electronic newsletter with REB
- Maintain L3 website and social media accounts
- Engage media through press releases and other events and site visits
- Andika Rwanda

7.0 ANNEXES